

# THE SCHOOL JOURNAL.

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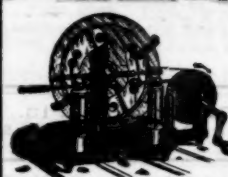
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The valuable symposium on PERCENTAGE and INTEREST commenced this week, will be completed in our next issue. We have the papers of Hon. Richard Edwards, of Illinois; Supt. J. M. Green, New Jersey; Supt. D. B. Johnson, South Carolina; and Hon. LeRoy D. Brown, Ohio, recently read before the National Department of Superintendence at Washington, and expect to print them.

EDUCATIONAL MEETINGS discuss pay, tenure of office, examinations, supervision, systems of education, and text-books, altogether too much—and too little—far too little—education. Suppose ministers were continually preaching about church government, church permanency, qualifications for ordination, ways to raise church expenses, hymn-books, music and tenure of office; how long would their congregations stand it? This is the stuff out of which the scaffolding of church work is manufactured. Grading is necessary, but grading isn't teaching. A program is essential, but a program isn't a teacher. Supervision is important, but it is nonsense unless there is something to supervise. The teacher, the teacher, is the omnipotent factor in a school. It is infinitely more necessary to have

good teaching than to have anything else that does not directly promote it.

BOSTON has good schools. The Hub is the "most intelligent city in the nation," where "every boy and girl has a chance to know almost everything that is useful, refining and practical, having public schools unsurpassed, and other institutions of learning on almost every block, richly endowed with teachers and money, with its beaming and beneficent Harvard University, ever in sight, with the ever living, breathing and dazzling electric lights of Holmes, Lowell and Whittier to give lustre to all that is good and beautiful in this world." But Boston fails sometimes, as it appears from a letter recently written to a teacher, "by a girl who is a pupil in one of the best taught schools in that city." Her subject was the "Ruminous Cow," and she wrote as follows:

"I would like to tell you what I have learned about the ruminous the cow is a Domestic animal and the cow has four stomachs the cow is a domestic or tame animal. The cows eyes are made so that they can see back of themselves as well has forward and Sideways. the cow is found in every Country. The cows horns are made out of buttons and knife handles. The cow chew greens and vetuable. The cows skin is made out of beef. The cow is divid into three groups. The cow is the most useful animal the cow is a clothen footed animal. In side of the cow horn is a pith."

CHICAGO has "Calvin," a sort of Presbyterian St. Paul, the aged, who writes wise and witty letters to the religious newspapers of the country. He generally manages to hit a head when he sees one, on the general principle that in nine cases out of ten the head ought to be hit. Here is what he recently wrote in *The Presbyterian*, Philadelphia, about the Chicago public schools. It is well, sometimes to see exactly how others see us. Here is a chance, so we reprint his sermon:

"The education afforded to the 'young and rising generation' by the public schools of Chicago partakes of the character of the city in being unique in all its features. It takes a tremendous sweep, and gathers in everything in its way, good, bad, and indifferent—except a little religion. It does not include that, if it knows itself. It evidently includes quite as many useless things as it does useful ones—the latter coming in at a respectable distance behind the former. The minds of young pupils are overtasked by abstruse and untimely questions in arithmetic—questions in the solution of which the pupil is to receive no help from the teacher, and which cannot be solved without overworking the young brain. The evil effects of the whole system, now so generally in vogue, are happily illustrated by a recent cartoon in *Puck*, the concluding sketch of which has under it this truthful legend: 'Her education is finished; the doctor's work begins.' It is fatal enough to require two or three times as many simultaneous studies, of the right kind for a public school, as a child ought to pursue, and to have one-half of those entirely unadapted to its age, but when to these are added studies which have no business in the public school anyhow, the whole thing becomes an outrage which should be swept away by an indignant public. Fancy, if you can, a scholar in a Chicago public school required to repeat a list of its city officials, 'with salaries attached!' When you have done this, try the wings of your fancy on such a question as this:—'If you saw a dead dog lying on the street and wanted it removed, who (the grammar is not mine) would you apply to for that purpose?' Or this: 'If you wanted to get a house moved from one part of the city to another, who (sic) would you apply to?' Or fancy a teacher breaking in upon her pupils, without any warning, with an important conundrum like the following:—'What is the salary of the health commissioner of the city?' These things seem ludicrous at first, then they look awfully serious, and we get mad. But perhaps that kind of feeling is wrong, and we ought

to remember that all this is part of that grand system of "strictly secular" education, which always excludes both the Bible and common sense—two things which are indissolubly connected everywhere."

HENRY WARD BEECHER recently said:

"During one of my western lecture tours, I stopped at the house of a distinguished citizen. He was a warm personal friend of mine, but I would rather he had been my enemy. His solicitude for my comfort made me nervous. He was a fussy man and was constantly flitting about me to see what he could do for me. 'Mr. Beecher, won't you have a pillow in your chair?' 'Mr. Beecher, won't you have an ottoman under your feet?' And wouldn't I have this, and wouldn't I have that, when the only thing I longed for and couldn't have was to be let alone to rest in comfort. He meant to make me extremely comfortable; he succeeded in making me extremely miserable."

LESSON.—We can be too anxious to do supposed duty. True earnestness is calm but constant. Letting children alone for a while is frequently the best way of educating them. The fussy teacher who is continually asking her pupils whether they have any difficulties and is continually explaining and expounding will never succeed in making them anything but weaklings and underlings. Nervous persons can easily be made sick by being asked, "Ar'n't you feeling badly?" "You look miserable." "Won't you lie down?" This principle applies to the mode of questioning. A successful teacher asks clearly, distinctly, *once*, and then waits long enough to see the result. A fussy teacher will ask a question, and instantly say, "Don't you see it?" "Do be quicker." "Why don't you answer?" or "Give attention and I will ask again." Or when the class is busy she will pass around and say, "Multiply by four," or "You will find help on the thirteenth page." It requires grace to know when to hold the tongue—to keep still.

INCIDENT.—An aged artist called to him his young pupil to finish a picture which his age obliged him to suspend. "I commission thee, my son, to do thy best upon this work. Do thy best." The youth protested against touching a canvas already consecrated by the master's hand. "Do thy best," was the old man's calm reply, and to continued reluctance, he only answered, "Do thy best." The young man seized the brush, and kneeling before the easel, he prayed, "It is for the sake of my beloved master that I implore skill and power to do this deed." He painted, and his hand grew steady. The artist soul gleamed from his eye. Fear and self-distrust were gone, and the last stroke was given to his picture in a spirit of humble, yet glad assurance. As his master was borne into the studio to pass judgment upon the work, he burst into tears at this triumph of art, and embracing the student, he exclaimed, "My son, I paint no more!" Thus did the young Leonardo Da Vinci enter upon his artist's career, and in later years he produced his great painting, which annually attracts to its shrine hundreds of the worshippers of art.

LESSON.—We are often required to do what it seems we cannot do, *but we must*. Success depends upon the spirit upon which we enter such a work. If there can be no confidence obtained after repeated effort, failure is certain, but usually to go forward carefully, yet firmly, is to succeed. No one could have felt his inability more keenly than young Leonardo Da Vinci did, but in the end no one could have felt his victory more, for he *knew* it. He went into the presence of his master with the assurance of success. "Fear and self-distrust were gone," because the confidence of victory had come. Timid teachers often make the most bold and successful ones; on the other hand, the bold and confident beginners, in the end are often confounded and overwhelmed by their own unpardonable failures, when it is too late to remedy them.



## A DISTINCTION WITH A DIFFERENCE.

Opposition to the faults of a system is not opposition to the system. We may oppose a railroad corporation, but that does not imply that we are opposed to railroads. We may oppose whiskey drinking but that does not imply that whiskey is not good for something sometimes, especially in snake countries. We may oppose the humbugs of teaching reading, spelling, and arithmetic, but that does not imply that we are opposed to teaching reading, spelling, and arithmetic. We have exposed the abuses of our public school system, but never has a word been printed in this paper against the public school system itself. It is the greatest institution on the American continent. We place its beneficent influence above all other systems, except the church, and we have thought sometimes that its uplifting power was above even this system, as it is sometimes administered. At the recent meeting of the superintendents at Washington, Col. Parker rose, he said, to seek for light. "Mr. Sheldon has said something about teaching without text-books. Now, who in the world ever thought of such a foolish thing?" "It was an assumption of mine," said Mr. Sheldon. "We are not here to fight assumptions, but to consider facts. Surely we have enough to do to confine ourselves to them." It is assumed that because spelling-books have been abused, that those who expose these abuses oppose the use of spelling-books. It is also assumed that because the old alphabetical way of learning to read was a hindrance and a snare, therefore the child should never learn the names of the letters. If we should go through the list of distinctions made, and assumptions gratuitously assumed, this paper would not be sufficient to record the catalogue. We will, therefore, refer to the fact that it has been assumed that we are opposed to our free school system, and that our criticisms, so plainly expressed, are aimed at education itself. Nothing could be more false. If any utterance of ours can be so construed as to seem to be opposed to the training of American youth, free of tuition, we most emphatically retract it. It must have been written in an oblivious moment, and, furthermore, we do not know on what page of the JOURNAL it is to be found. But we have made, and do make, unrelenting warfare against requirements that will destroy the life of any system. Among these are:—

1. Repetitions of former satisfactory examinations.
2. Minute requirements as to just how much and in what manner subjects assigned to a grade shall be taught.
3. A servile adherence to programs, so that a superintendent can point to a clock and say: "I can tell exactly what each one of my teachers is doing this minute."
4. A slavish adherence to a course of study, so that no pupil can be promoted in one study laid down in it, until he has mastered all.
5. Minute reports, of no benefit to the pupils, only giving the superintendent the ability to tell exactly how tall each pupil is, how much he weighs, how many minutes he has been tardy, how many times he has been absent, whether he has had the mumps, and what the color of his hair is.

We have opposed the cast-iron and fossiliferous way of teaching, that assumes that it is by no means necessary for a pupil to know the meaning of what he learns (?) since it will come to him in after years, and that other method that makes pupils remember much that will never be actually used, under the plea that it will discipline their minds. Our readers must take us to mean what we say, and not what we do not say. They must not "read between the lines," and then quote what they interpolate as though it was printed.

PRESIDENT HUNTER, of the New York City Normal College, has recently detailed the result of an inquiry made of the 1,200 girls in the college as to their favorite author, and compares it with a similar result recently published in an English review. Three-fourths of the American girls, and only one-half the English, chose Scott, Dickens, George Eliot, and Thackeray. Scott is the American favorite, and Dickens the English. Among the English choices not mentioned by the American girls are Bunyan, Miss Braddon, and "A. L. O. E." Among the American is Howells, who has five admirers. In reference to this the *Mail and Express* says: "Such inquiries would be more satisfactory if one were sure that the choices given are entirely honest. How many of those who named Shakespeare, for instance, and here were seventy-five of them, did so because they would really rather read Shakespeare than any other

author, and not because they think they ought to say he is their favorite, because of his universally recognized pre-eminence? As it stands, the list is a very remarkable evidence of the good taste of the girls."

JAMES B. EADS, the famous engineer, who recently died, projected the Tehuantepec ship railroad, devised and furnished the government with its first and most useful armored steamboats, built the great St. Louis Bridge, and introduced the jetty system for deepening the channel of the Mississippi River.

A STRONG scientific temperance instruction bill passed the Minnesota Legislature March 1. This makes twenty-six states and territories that have provided for the instruction of their youth upon this important subject. This is the way to combat intemperance. *Educate the children.* Let them know that alcohol is a poison, wherever found. Let them try for themselves the experiments that will convince them of this fact. What the boy knows the man will know; and what the girl knows to be true, men and children also will be obliged to admit as truth. Minnesota is right, and twenty-five other states are right also.

ONE of the singular projects to which the forty-ninth congress turned a deaf ear was that to appropriate a sum of money for digging a hole 3,000 feet deep, or as much more or less as the funds might warrant, in each state and territory. The memorial of the author of this happy thought promised a general revival of industry as one of the results, and only asked for \$4,600,000, being \$100,000 for each state and territory, to carry it out. Its immediate object was "getting useful knowledge or discovering valuable minerals." Is this proposition more absurd than one requiring pupils to study what they will never use in life would be? We fail to see the difference.

FREDERICK DOUGLASS, during a visit to the French House of Deputies, is said to have been struck by the fact that no member chewed tobacco or smoked. We have yet to meet a Frenchman in America who does not smoke.

Are Frenchmen at home better than Frenchmen abroad? We don't believe it.

THE bill to permit women to vote in municipal elections was recently lost in the New York Assembly, by a vote of 48 to 63. But it will be woman's fault, if in the end it does not become a law. There is no reason why woman should not be permitted to vote, if she wishes to, unless we admit that she is intellectually man's inferior, which we do not believe.

COL. PARKER is to deliver a lecture before the Industrial Association, No. 9 University Place, next week Friday, at 4 P. M. As there will be a crowd, those who expect to get in must come early.

WE have a communication from Supt. Charles W. Wasson of Lockport, N. Y., against the bill now before the legislature of this state, regulating the examination of teachers. We shall present our reasons, in connection with this communication, why we think it is for the best interests of the state that this bill should become a law.

OCCASIONALLY, letters are received from teachers requesting the JOURNAL sent to parents who wish to keep up with the educational movement of the times, on account of their children. How few parents, comparatively, are sufficiently interested in the education of their children to do this, or even to visit the school once a year. If the school officers and a few of the leading families would subscribe for a progressive educational paper, what an effect it would have on the standard of teaching in that district. The patrons of the school would then have a standard by which to judge the teacher's work. They could better appreciate the efforts of the earnest teacher, and would also be capable of detecting and condemning the work of the inefficient one. The result would be a striving for improvement on the part of teachers, aided by co-operation on the part of parents. To this day parents send their little ones with the apology: "I have not had time to teach Georgie his A, B, C's," for which omission we are heartily grateful, and they are in a great state of wonderment, not to say indignation, after the child has been in school several weeks, that he still does not know his letters. Should books be banished from the primary department, the

whole town would be up in arms. The parents have never heard the advantages of the word-method explained; they know nothing of the Grube method; have only a glimmering of object-teaching. The importance of primary teaching, the improvements in the methods have not yet reached their ears, save through the children who often bring home very distorted descriptions. Western local papers are doing much to bring the questions that are absorbing the attention of teachers before the notice of the people, many of which devote a column or more regularly to educational matters. A long step forward will be taken in education, if by any means, parents become interested in and intelligent on the subject.

B.

The *Weekly Floridian* recently said:

Mr. Amos M. Kellogg, senior editor of the *School Journal*, published weekly, and the *Teachers' Institute*, published monthly, is visiting Tallahassee in search of health. He takes a deep interest in the progress of Florida schools, and is making an examination of them as far as his health will permit. He has visited the West Florida Seminary and the public school in this city already. He thinks the people deserve credit for the erection of the new brick building, and that they will find the money well expended. He reports a growing interest in the north in industrial education. The adoption of it into the public school system, he thinks, is only a work of time. Mr. Kellogg believes that a great future awaits this city, and that it could be made a winter resort for many thousands of people, if facilities were provided. The railroad to Thomasville, he says, is certain to be a great help, as it will aid in readily reaching our city.

We regret to learn that Chautauqua has been seriously injured by a destructive fire.

THE unification bill before the New York legislature has been tabled in the committee. That ends it for this session.

THE word "its" is said not to occur at all in the King James translation of the Bible, and but three or four times in Shakespeare. Will some of our readers tell us whether this is a fact?

IN the *SCHOOL JOURNAL* of February 12, Pres. T. J. Gray says, "One step must be thoroughly mastered before taking the next." For some years I have thought that this is not in accordance with the natural development of mind. Observation will teach us that the child does not acquire knowledge in that way. Still, this does not prove that the mind of an adult does not best acquire knowledge, after the plan of Pres. Gray. It seems to me that there is a fundamental error running through most of our teaching when we give almost the entire time of the recitation to the one new step, and thereby have very little time to deepen the track, already commenced, of former steps. Perhaps I will be able to make myself better understood by this question. Will a principle be more firmly fixed in the mind of a pupil by his thinking it over ten times during one recitation, or by giving the principal the same time and thinking it over once upon ten consecutive recitations?

J. B.

I READ with a great deal of pleasure in the *JOURNAL* of February 19, of the "sensation" that Dr. Jowett has given the university at Oxford. Sensations of this kind are slowly but surely creeping amongst us; and when they cease to be "sensations" and become ordinary, every day occurrences, there should be a trumpet sounded, and the triumph of progressive education pronounced as having taken a long step towards completion.

I once knew some children who learned three languages when they first learned to talk. Their parents engaged a French maid and a German nurse. As nearly as possible the children were kept one-third of their time with the German nurse, one-third with the French maid, and the remainder they spent with their English parents. As a result those children grew up speaking English, French and German quite fluently—and the grammar of each language came afterwards.

F. A. C.

COM. DANIEL WASHBURN of Otsego County, N. Y., in his report, speaks very earnestly concerning moral and spiritual requisites in perfecting mental development. We take pleasure in quoting the following:

"THE *SCHOOL JOURNAL*, not only purely, but completely, educational, because it gives prominence to the moral and spiritual requisites of our complex intellectual and physical nature, is most welcome among our teachers. A perfect education has its supreme motive educator. The body politic, says Froude, must have a soul. Hear the philosophic historian: 'Human improvement is from within outward. A state which can endure must be composed of members who all in their way understand what



duty means and endeavor to do it. Duty implies genuine belief in some sovereign spiritual power. Behold the education required by the state! People thus taught, like legislators of conscience, and principle, will hold duty above all valuation. Honor, office, duty, worth, will be terms, the meaning of which will be known. Finally, on this point, put a purely educational paper in every school with this, in large letters, from "short studies on great subjects," and you would arouse an educational interest in public, trumpet it on every hill and in every valley: "the Maker of the world does not permit a society to continue which forgets or denies the nobler principles of action: truth, right, goodness, conscience, above riches, success, power or greatness."

## STAGNATION.

BY A. W. MUMFORD.

At this age of civilization we can endure almost anything but stagnation, and that we are not required to endure. This is a period of "change for the better." Jarring winds bring storms which sometimes sweep from you to me and thus reach all. Occasionally we have educational storms. Through discordant winds the "Quincy storm" originated. Frances Dwight, Horace Mann, and others, would not allow the storm to cease, for they wanted to start our present blizzard. Next the rising idea shooters will bring about a tornado which will make keepers wriggle, discard some of our patent methods, and tear down a few ready-to-tumble-down buildings.

One may say: This may destroy much that has a few grains of good in it. Maybe it will; but when the storm blows off, a new and grander condition will follow. Then he will say, "It is well." We are more healthy when an upheaval comes and remains. Why? Because the educational atmosphere is made purer. Animation takes the place of lethargy. May these modified winds ever brew; or, as long as we need the happy results they always bring.

## HOW DID HE SUCCEED?

Thousands of boys are asking this question. Franklin told the secret of his success, and Washington did the same, and now ex-mayor Edson of New York has given his foundation rules. They are worthy of being posted up where all scholars can see them, and incorporated into the heads and understandings of all the youth in our land. He says:

"The rules that I have followed all my life, and which I regard as necessary to success in business, are:

1. Close attention to details. And this means sometimes working nights and during hours usually devoted to recreation.
2. Keeping out of debt. Regulating expenses so as to keep within your income, and at all times to know just where you are financially.
3. The strictest integrity. It is rare that a dishonest man succeeds. He does sometimes, but not often.
4. Being temperate in habits.
5. Never getting into a lawsuit. Business ought to be conducted in such a way that there will be no need of lawsuits, and it is better often to suffer a wrong than to go into court about it."

## SOMETHING MORE FROM REAL LIFE.

The other day we were walking down town when we were greeted with, "Ah, Mr. —, how are you?"

"Why, Fred," we answer, "is that you? How are things, anyhow?"

"O, nicely thanks! Everything going on first rate."

"That is good," we say. "Are you enjoying your studies?"

"Yes; but my whole plan is changed. I am now making arrangements to go into the ministry. I feel that is to be my life's work."

"Good boy," we say, extending our hand for a shake.

A few years ago Fred was a pupil of ours. One day—yes many days—but one we recall very distinctly, Fred was reported to us as being incorrigible. There was no use in trying him any longer. He was saucy, quick-tempered, and nothing would do but suspend him from school. We did not suspend him, nor did we use the rod. We held on to him, and we feel that we have our reward.

"He who checks a child with terror,  
Stops its play, and stills its song,  
Not alone commits an error,  
But a great and moral wrong.  
"Give it play, and never fear it,  
Active life is no defect;  
Never, never break its spirit.  
Curb it only to direct."

"Would you stop the flowing river,  
Thinking it would cease to flow?  
Onward it must flow forever,  
Better teach it where to go."

WM. M. G.

## SYMPOSIUM ON INTEREST AND PERCENTAGE.

## PERCENTAGE.

BY L. R. KLEMM, PH.D., HAMILTON, OHIO.

In my article on fractions I stated that the child's mental horizon grows in concentric circles, and that every department of knowledge and science can be, and virtually is, taught in the earliest childhood. Only we must well understand that this is done purely unconsciously. As, for instance, the child who learns the ideas, one-half and one-fourth empirically, by seeing a pie cut; the child who learns familiar measures, as pint, quart, pound, ounce, yard, empirically, by using them at home and when sent to the grocery on an errand; the child who learns a little later that one-half is equal to five-tenths; the child who learns that he pays six cents for the loan of one dollar, and similar things, lays the foundation of all the departments of higher arithmetic quite early, without learning rules such as text-books prescribe.

The axiom, that new cognitions should be linked to those previously gained, should be borne in mind when attempting to teach percentage. The same relation which is found between decimals and common fractions, exists between expressions couched in the term per cents, and others, such as: One is to five as twenty is to one hundred, one being one-fifth of five, and twenty one-fifth of one hundred.

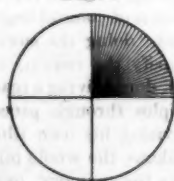
In American schools all over the land, even where a more rational idea of grading pupils and their work has found an abiding place, the mode of marking on the scale of one hundred is not entirely gone out of vogue. While I denounce and condemn this mode unequivocally, I would prudently make use of the knowledge which the mode conveys. Despite Supt. Marble's onslaught upon the maxim, "from the known to the unknown," I hold, that it is better to build upon what the pupils know. They know that when they miss two words out of ten, that their work must be marked eighty. They know that when they miss one out of twenty-five, that they miss one twenty-fifth, or four-hundredths, and that therefore their work is marked ninety-six.

The expression per centum, or of from one hundred, is translated and explained. It is well to introduce the formal study of percentage with numerous questions in mental arithmetic, such as: If you lose one out of five copper cents, what part of your money do you lose? Answer, one-fifth. Express it on the scale of one hundred, or how many hundredths is that? Answer, twenty. In order to make this still clearer I would draw a line, divide it in five equal parts and shade one part. Then I would divide the same line in a hundred equal parts, thus showing them, that one-fifth is equal to twenty-hundredths or twenty per cent, and that twenty per cent, is virtually the fraction one-fifth expressed in higher terms.



EXAMPLE II.—One quarter of a pie is what per cent. of the pie? Draw a circle representing the pie, divide it into four equal parts. Don't be afraid, make the pie large enough on the board. Then divide each fourth

Fig. 2



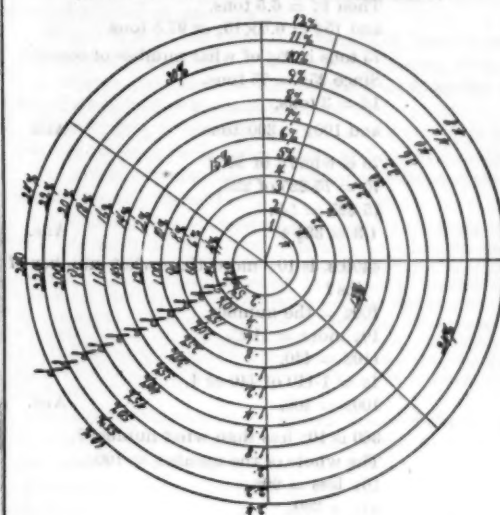
into twenty-five equal parts, or the whole pie into one hundred, thereby showing that one-fourth is equal to twenty-five hundredths, or twenty-five per cent.

EXAMPLE III.—Ask, if fifteen out of sixty sheep are bitten by a vicious dog and killed, what part of the flock is killed? Clearly one-fourth. Now, what is one-fourth of one hundred? Answer, twenty-five. Then the farmer lost twenty-five out of one hundred, or twenty-five per cent.

EXAMPLE IV.—If I buy a watch at eighty dollars, and sell it for one hundred, what per cent. do I gain? I clearly gain one-fourth of what I paid for it, but one-fourth of one-hundred is twenty-five; therefore, I gain twenty-five of one hundred, or twenty-five per cent.

These mental questions should be quite numerous. In order to facilitate this, I have resorted to the following very plain device which speaks for itself.

• (The 100 circle is the standard of measurement.)



I draw this figure on the board, and then ask in quick succession such questions as:

(a) What is five per cent. of 240? of 140? of 120? of 80? of 20? etc.

(b) Eight is five per cent. of what? 10? 4? 1? 12? etc.

(c) Twenty is what per cent. of 200? 8 of 80? etc.

There is an immense number of questions for mental drill in this device.

• By courtesy of the New England Journal of Education.

## FIVE CASES IN PERCENTAGE.

BY MASTER GEORGE M. SMITH, IPSWICH, MASS.

The chief difficulties in percentage consist in not obtaining a clear conception of the different cases. I have found the following to work well both in my own hands and in the hands of others.

First, present all the elements in the form of simple fractions as follows:

What is  $\frac{1}{4}$  of 60 bushels?

Analysis 1. The whole or  $\frac{4}{4}$  = 60 bushels.

Then  $\frac{1}{4}$  = 15 bushels,

and  $\frac{1}{4}$  = 45 bushels. Ans.

2. 45 bushels is  $\frac{3}{4}$  of what number of bushels?

Since  $\frac{1}{4}$  = 45,

$\frac{1}{4}$  = one-third of 45 or 15 bushels,

and  $\frac{3}{4}$  or the whole = 4 times 15, or sixty bushels. Ans.

3. What part of 60 is 45?

Since 60 is the whole, 45 must be  $\frac{3}{4}$  of it which reduced gives  $\frac{3}{4}$ . Ans.

4. 75 is  $\frac{3}{4}$  more than what number?

Since there are  $\frac{3}{4}$  in the whole of the number,  $\frac{1}{4}$  more would be  $\frac{4}{4}$ ; the problem is, 75 is  $\frac{4}{4}$  of what number? Same as No. 3.

5. 45 is  $\frac{3}{4}$  less than what number?

Since there are  $\frac{3}{4}$  in the whole of the number,  $\frac{1}{4}$  less would be  $\frac{3}{4}$ ; therefore the problem is, 45 is  $\frac{3}{4}$  of what number? Same as No. 3.

The pupil will now readily see that, while there appears to be five cases, they readily reduce to three. Give plenty of concrete problems like the above until the pupil can work any of the five cases instantly, both mentally and written. Do not distract his attention with definitions or decimals, until he has an absolute command of this work with any of the small fractions.

The denominators may now be changed to hundredths and the pupil required to work as before. After an example or two the pupils will desire to drop the denominators, and the work of teaching is done. A little drill will now fix the processes so thoroughly as never to be lost. Of course this implies that the pupil is thoroughly familiar with decimals, without which percentage should never be attempted. One of the advantages of this method (if method it can be called) is the ease with which written work can be examined.

If the pupils are required to arrange their work in the following manner, any error becomes instantly apparent, and the teacher can tell almost at a glance whether



the conditions of the problem have been comprehended or not.

What is 15% of 650 tons?  
 $100\% = 650$  tons.  
 Then  $1\% = 6.5$  tons,  
 and  $15\% = 6.5 \times 15$ , or 97.5 tons.  
 75 tons is 25% of what number of tons?  
 Since  $25\% = 75$  tons,  
 $1\% = 3$  tons,  
 and  $100\% = 300$  tons.      **Ans.**  
 75 is what % of 225?  
 $75 = 75 - 225$  of 225.  
 $75 - 225 = 1 - 3$ .  
 $1 - 3 = 33\frac{1}{3}\%$ .      **Ans.**  
 440 lbs. is 10% more than what number of lbs?  
 $100\% =$  the number.  
 $10\%$  more = 110%.  
 $110\% = 440$ .  
 $1\% = 1 - 110$  of 440 or 4.  
 $100\% = 400$ .      **Ans.**  
 360 is 10% less than what number?  
 The whole of the number = 100%.  
 $10\%$  less = 90%.  
 $90\% = 360$ .  
 $1\% = 1 - 90$  of 360 = 4.  
 $100\% = 400$ .      **Ans.**

#### METHOD OF TEACHING PERCENTAGE.

BY PRINCIPAL THOMAS J. MORGAN, D.D., STATE NORMAL SCHOOL, PROVIDENCE, R. I.

The subject of percentage and its application to the processes of business, stocks, bonds, etc., is often quite perplexing to students. Many who enter the normal school are found to have very vague notions about it. One reason for this is that oftentimes students attempt the subject while too young to fully understand the reasoning involved in it. A certain maturity of mind, that usually comes only with age, is requisite for the mastery of the principles and processes of business. Another reason why girls especially find percentage and business arithmetic difficult is, that they have very little practical knowledge of business. Very many of the terms are meaningless to them. It is not unusual to find young ladies who have never seen a check, draft, bill of exchange, letter of credit, insurance policy, or any of the ordinary foreign coins. A third reason for the obscurity of the subject is the faulty method of its presentation. Definitions and rules are first memorized, and the problems, classified and arranged under the several cases, are worked by rule.

There is perhaps no invariable method of presenting the subject, and it is difficult to put on to paper the various devices and incidental aids which are so helpful in presenting it. Quite as much depends upon the teacher's manner as upon his method. The following outline of a method may be found suggestive, especially to those inexperienced teachers who have no well defined method of their own.

1. A meter affords a very simple means of introducing the subject. Let the pupils observe that it is divided into one hundred equal parts. The whole equals  $\frac{100}{100}$ . The half contains  $\frac{50}{100}$ , one quarter equals  $\frac{25}{100}$ , one tenth equals  $\frac{10}{100}$ , etc. An ordinary foot rule, such as carpenters carry in their pockets, and that can be bought for ten cents, answers an admirable purpose. Numerous problems can be presented to the eye by aid of the rule, e. g.: If from the whole  $\frac{100}{100}$  I take  $\frac{25}{100}$  (1) — what remains? What percentage of 75 per cent. is 25 per cent.? Answer,  $33\frac{1}{3}$  per cent., etc., etc. A line or a square drawn upon the blackboard is helpful. A hundred grains of corn, or beans, afford amusement and are useful in giving concreteness to a subject often taught too abstractly.

2. Numerous simple problems can be based on the above facts, such as  $\frac{10}{100} + \frac{10}{100} = ?$ ,  $\frac{10}{100} - \frac{10}{100} = ?$ ,  $\frac{10}{100} \times 2 = ?$ ,  $\frac{10}{100} \div 3 = ?$ . These should at first be solved by observation, not memory. The pupils should be led to question each other until they become very expert in both question and answer.

3. The teacher may now explain that instead of saying one hundred hundredths, fifty hundredths, etc., etc., we may say one hundred per cent., fifty per cent., etc. We may write it in full as above, or in form of a fraction  $\frac{100}{100}$ ,  $\frac{50}{100}$ ; we may indicate it 100%, 50%. Pupils should be drilled in writing and reading expressions of percentage.

4. They should then be led to make for themselves a table of equivalents from 1 to  $\frac{1}{100}$ .

$$\begin{aligned} 1 &= 100\% \\ \frac{1}{2} &= 50\% \\ \frac{1}{4} &= 25\% \\ \frac{1}{100} &= 1\% \end{aligned}$$

They should be rendered familiar with this table by use. The most common equivalents should be committed to memory, and so associated in mind that  $\frac{1}{2}$  will suggest immediately  $12\frac{1}{2}\%$ , etc.,  $\frac{1}{4} = 25\%$ , etc., and vice versa. Very great stress is laid upon this, for entire familiarity with these equivalents and skill in their use will greatly facilitate the progress of the pupil. Various problems, at first very simple, can be given and required of the pupils—such as: A farmer put one half of his sheep in one pasture, and 75, the remainder, in another. How many had he? If he put 10% of his cattle in one pen, 15% in another, 25% in a third, and the remainder, 100, in a fourth, how many had he? If 8% of his potato crop was 80 bushels, what was his crop? If 20% of a pole was below ground, and sixty feet above, what was its length? These problems should be increasingly difficult; should deal with concrete rather than with abstract numbers; should relate to other things than money, to avoid the misconception so common that percentage has only or chiefly to do with interest or other money transactions.

5. Pupils may now be led to the careful analysis, by inspection, of a question such as: What is six per cent. of eight hundred? One per cent. of eight hundred is 8. Six per cent. =  $6 \times 8 = 48$ . Drill on meaning and use of terms, "base," "rate," "percentage." What per cent. of 800 is 48? If 48 is 6% what is 1%? Of what number is 48 six per cent.? etc., etc.

6. Familiarity with this one example will reveal the relation of "base," "rate," and "percentage." Pupils can then be led to propound to each other numerous problems of a similar nature. When familiarity has been acquired with the facts, then, and not till then,

7. The formulas may be introduced. Call attention to the meaning of the word percentage—"a given number of hundredths of a number" or quantity. Percentage is equal to the base multiplied by the rate. Abbreviated,  $p = b \times r$ . Let this be explained, illustrated, rendered familiar by reference to example already studied.

$p(48) = b(800) \times r(.06)$ .  $b = p \div r$ .  $r = p \div b$ . Pupils are not to commit the formulas to memory, but to recognize them as short ways of expressing the facts with which they have become well acquainted. If they know the meaning of the terms base, rate, percentage, amount, difference, and can give a clear definition of them, they can write the formulas. A very little drill will enable them to derive all other formulas from the fundamental ones

$p = br$ .  $A = b + p$  ( $b + br$ ), and  $(1 + r)b$ .  $D = b - p$ . It may not always be wise to introduce the formulas when the pupil is passing through the subject for the first time. They may be deferred to a later period when the subject is reviewed. This will depend upon the maturity of the class, or the ability shown.

8. A large number of problems should now be used for drill.

a. Many of these should be given by pupils themselves.

b. When called upon to solve a problem the student should, 1, read it; 2, state what elements are given; 3, what is required; 4, analyze the problem; 5, give the appropriate formula; 6, perform the work, and 7, make the explanation, giving a reason for each step.

The pernicious habit of committing to memory definitions and rules, and "doing the sums according to the rule," tends to stupefy the reason, while the habit of analyzing the work done, giving a reason for every step, arriving at principles through processes, framing his own rules, and devising his own illustrative examples and problems, awakens the whole mind, stimulates observation, quickens the memory, develops the reason, and cultivates language.

9. When the students have mastered the subject of percentage, they may be introduced to its various applications, beginning with profit and loss, or commission. The all important point to be observed is, the essential unity of all the processes, in the various topics of business arithmetic. "Stocks" and "bonds" are only forms of percentage. If the students know percentage, and are able to recognize the elements, base, rate, percentage, under their various disguises and new names, their work will be easy and enjoyable. I have been told repeatedly by intelligent students that it had never occurred to them that "stocks" had any relation to "percentage;" the subject had been introduced and taught as an entirely new one. Having finished percentage they took

up another subject, "stocks," which was treated independently as though it had no connection with percentage. Instead of this it should, of course, be taught as percentage,—applied to buying and selling stocks. When students clearly apprehend the great truth that the general principles of percentage lie at the base of all the subjects of business arithmetic, including bank discount and foreign exchange, and that it is only necessary to note the peculiar features in the application of these principles, the whole subject takes on a new aspect.

10. It is very helpful to students who are unacquainted with business to see and handle notes, checks, drafts, letters of credit, bills of exchange, and coins of different countries, while they are studying the subjects in which these are involved.

Ordinarily teachers can, by a little trouble, provide themselves with these, and thus greatly abridge their labor, arouse interest and impart definite knowledge on these obscure topics.

I may summarize the general principles involved in this method as follows:

1. Percentage is to be based on common fractions.
2. It is to be taught inductively and not deductively.
3. It is to be taught so far as possible concretely and not abstractly. Facts precede principles.
4. The method is synthetic rather than analytic. Reviews should be analytic.
5. The method appeals to the understanding rather than to the memory. Memory conserves what the understanding grasps.
6. The pupil is led to see, to feel, to invent, to prove. He makes his own rules.
7. Each step prepares the way for what follows, or is based on what precedes.
8. One difficulty is presented at a time.
9. The various topics of business arithmetic are taught as applications of percentage, and constant reference is made to fundamental principles.
10. Each new subject is studied by comparison with what has gone before. In stocks "par value" corresponds to "base" in percentage, to "principal" in interest, etc., etc.

Taught in this way percentage may be brought within the range of grammar-school pupils, be made interesting to girls, and be, in a high degree, a gymnastic for the mind, and practical in life.

(TO BE CONTINUED NEXT WEEK.)

#### A PROBLEM IN PERCENTAGE.

The following form of problem often occurs in percentage. The first verdict of scholars is that there was neither gain nor loss in such a case. Solve the problem as below and show that the gain and loss were on entirely different sums.

"A man sold two farms for \$3,000 each; on one he gained 20 per cent., and on the other he lost 20 per cent. Did he gain or lose and how much?"

#### SOLUTION.

- (1.) 100 per cent. of the cost = cost of 1st.
- (2.) " " " " + 20 per cent. of the cost = 120 per cent. of cost, or selling price.
- (3.) 120 per cent. of the cost = \$3,000.
- (4.) 1 per cent. of the cost =  $\frac{1}{120}$  of \$3,000 = \$25.
- (5.) 100 per cent. of the cost =  $100 \times \$25$ . \$2,500 cost of 1st.
- (6.) \$3,000 - \$2,500 = \$500. Gain on 1st.
- (1.) 100 per cent. of the cost = cost of 2nd.
- (2.) 100 " " " - 20 per cent. of the cost = 80 per cent. of the cost, or selling price.
- (3.) 80 per cent. of the cost = \$3,000.
- (4.) 1 " " " =  $\frac{1}{80}$  of \$3,000 = \$37.50.
- (5.) 100 " " " =  $100 \times \$37.50$  = \$3,750. Cost of 2nd.
- (6.) \$3,750 - \$3,000 = \$750. Loss on 2nd.
- (7.) \$750 - \$500 = \$250. Total loss.

J. J. BILLINGSLEY.

#### AN EXERCISE IN DECISION OR CHOICE.

OBJECT:—To train pupils to decide promptly, and then without wavering or regretting, stand true to decisions.

(1) Hold up three cards of different colors, have pupils decide at once which they prefer. (2) Hold up two pictures, allow an instant for choice, and then let them choose. (3) Place a number of objects in a basket, pass around, and allow them to select after a moment's glance. (4) Have them select from several the prettiest flowers. (5) Give permission to each each scholar to do three or four things in the line of amusement; then in the line of work.

In every instance allow no recanting. They must be satisfied with their decisions.



## THE MEETING OF THE NATIONAL DEPARTMENT OF SUPERINTENDENCE.

WASHINGTON, D. C., MARCH 15, 16, 17.



1.



2.

HON. CHARLES S. YOUNG, Nevada, Pres. of the National Department of Superintendence. (1.) As he was made to look in a Washington daily paper. (2.) As he looks.

The recent session of this department was among the most profitable of all the meetings in its history. There was a somewhat general conviction that the winter gathering at the capital is a superfluous and unprofitable burden, and that there is no more reason why this department should have two meetings each year, than any other section of the national association.

But the success of this meeting has gone a long way towards modifying this conviction. President Young, in his address, expressed the conviction that, instead of making this department revolve around the association, the association ought to revolve around this department, and we confess he urged some cogent arguments in support of his statement. We believe that this meeting ought to have been held before the adjournment of Congress. There are special reasons for this opinion which space does not permit us to state this week. The attendance was large, if we consider the attendance of those in high official position, but small if we measure it by the crowds of excursionists who visit our national meeting in search of pleasure, and who care far more for fun than for formulating a scientific course of study. The presence of more than a hundred superintendents from all the principal states from Massachusetts to California, will prove how wide-spread an interest this meeting created.

The importance of a meeting is not measured by the numbers who convene, but by the power they possess. The convocation of Mr. George P. Brown's "baker's dozen" may make a larger meeting than ten thousand automatic hearers, whose auditory nerve follows the straight line of the passage through their heads.

Mr. Vaile's Ishmaelites were well represented since they are a class "who have no business either to be seen or heard at any educational gathering." There was Dr. Wm. A. Mowry, editor of *Education and Common School Education*, and President W. E. Sheldon, editor of the *American Teacher*, and Hon. B. S. Morgan, editor of the *West Virginia School Journal*, and Mr. C. W. Barden, editor of his advertising medium, and Mr. Thomas P. Ballard, agent of Ginn & Co. for the state of Ohio, who made one of the best speeches during the meeting, a full abstract of which will be found on another page. The usual visit to the President was made, and he, to the credit of President Young be it said, was not urged to make a speech as was General Grant, on a visit this department once made him at the White House, although it is reported that he said to President Young: "I was something of a school teacher myself once, and sometimes I feel as if I were something of a school teacher yet." This was supposed to refer to the lessons he is teaching the professional politicians of both parties, and how hard he has to work to get some knowledge of national affairs into their heads. He showed his educational interest by heartily shaking the hands of educational men and women.

Washington was windy, dusty, cold, clean, and forsaken of Congress. It is now living on department pabulum. The Washington Monument and capitol dome tower above all their surroundings. Everything sinks into insignificance in comparison with these towering monuments. We learned with surprise that the monument is veneered with marble, as the pyramids were, and that already this veneer is cracking, premonitory to falling off. The character of Washington demands a monument genuine all through, from foundation to top-stone, and it is an eternal disgrace to American enterprise that it was not able to build an

obelisk suggestive in all respects of his matchless self.

W. B. Webb, Esq., of the board of education, Washington, said, in his address of welcome, that:

"The education of the people of the whole nation is a matter of the first importance, and the meeting of the association was an event of national importance. How to produce, keep alive, and foster a profession of teaching, making it worthy of the best men, was a subject, the discussion of which would bring about great good. Education and the administration of the public schools should be lifted above the level of party and entrusted to the best members of each community."

President Young, in his open address, maintained that:

"Congress has neglected the educational interests of the nation. Appropriations were annually made for the military and naval academies, but not a cent had been given toward founding a great national university such as had been founded in France, Germany, and other countries, and such as Washington dreamed of. The policy of the last Congress seemed to have been 'millions for defense, but not a cent for education,' and while Washington with its beautiful parks and its broad avenues was justly regarded as the model city of the world, not even the corner-stone of Washington's great ideal university had been laid.

He regretted to see suggestions that this department should meet in the summer-time with the national association. The department should not be overpowered by the many, who are only gazers-on in the work of education. This association should continue to be the body to which the people should look for counsel on educational matters. It should be the educational senate. Through the work of this department the national educational association was established in advance of all similar bureaus in other countries. Still the work is just begun. The lack of uniformity in states in granting certificates and other subjects demands attention. In education lies the security of the whole people. Six million of our people over ten years of age can neither read nor write. This condition will exist until aid is afforded by the gentlemen who assembled at the capitol, but who, he was sorry to say, seem to assemble in every other purpose except the educational interest. He referred to the expenditures for public education in France, Germany, Holland, and other countries. There was nothing in their history against government aid to the national nurseries of science and learning.

There may soon be a necessity for a great normal school. The state institutions could not meet the demand for trained teachers. He referred to the work carried on by existing scientific bureaus of the government, and asked whether there was any better reason for aiding such science than for promoting the science of pedagogy. He referred to the fate of the Blair bill as a defeat of the will of the people. These and other reasons explained why they met at the national capital this year, and would meet here for many years to come, to discuss national questions connected with the educational interests of the country."

### THE BUREAU OF EDUCATION.

Col. N. H. R. Darrow, the commissioner of education, made an address on the work of his bureau. He said that:

"The only changes he had made in his department were in the direction of securing simplicity in the publications and promptness in their issue."

He explained the method of preparing his annual report, and stated that the delay in the appearance of publications from his office was not his fault.

Public education on the Pacific coast was thoroughly explained in an exceedingly interesting paper by Supt. Fred. M. Campbell of Oakland, Cal. He said:

"That it was necessary for a person to take a trip across the continent, such as he had just taken from California to appreciate the true greatness of the country. Eastern people have no just conception of the great intellectual and educational progress made on the Pacific Coast during the past twenty-five years. Armies of tourists thronged the hotels, but they formed a community by themselves and brought back to the east with them no adequate idea of the real life of California. The speculative idea which permeated the whole atmosphere of California life affected schools as well as everything else, and the youths were tempted into money-making vocations before they had finished their college courses. Love of knowledge for its own sake was a rare thing. The foundation of institutions of learning in California was attended with many difficulties. But a better day was at hand and the state now collected for its university \$75,000 by taxation. Mr. Campbell gave an outline of the history of the state university, with its corps of forty professors, especially strong in its provisions for the study of metallurgy and mining. The public schools of the state were in a prosperous condition under the operation of the new constitution and wise school laws. San Francisco was the third city in the country in the number of kindergartens, eight of which schools were entirely supported by Mrs. Leland Stanford. Mr. Campbell then recounted some of the magnificent donations to the institutions of learning of the state, including James Lick's Observatory, and Senator Stanford's gift of a magnificent estate to found a university to the memory of his son. He said that the gifts of Senator and Mrs. Stanford, together with the provisions of their wills, would endow the university with property valued at \$30,000,000. In conclusion he invited the association to meet next year in San Francisco."

We hope to give a full outline of his remarks in some future number of the JOURNAL.

### TEACHERS' CERTIFICATES.

This subject in all its bearings, was the subject of an exhaustive paper by Dr. Andrew J. Rickoff. It would be an excellent document just now in this state, in sup-

port of the bill before our legislature, establishing uniform examinations of teachers. He claimed, among other things, that certificates in one state ought to be received as good in other states, that,—

What is true of the value of diplomas of lawyers and doctors ought to be true of teachers' certificates, that,—

A local examination for certificates is a serious bar to the employment of the best teachers, that,—

There ought to be such a thing as a national pedagogical diploma, valid everywhere and always, that,—

The present barrier between states is both pernicious and senseless. He said:

"That boards of examiners should be composed of professional teachers, and it should be their duty not only to hold the ordinary examinations, but to visit the schools and see how the teachers teach. Certificates should in no case be granted for more than one year on the first application, and the approval of the inspectors of the schools should be necessary for a renewal; but when the teacher has once proved his ability and usefulness, his place should be secure for life without further examination. State certificates should be granted which should be recognized in all states."

He instanced a case where several hundred old teachers were all required to pass an examination, in order to get rid of thirteen or fourteen incumbents, who were incompetent, and whom the board of education had not the backbone to dismiss, except in this roundabout and oppressive way. He mentioned the fact that a few excellent teachers, whom he once brought into the Cleveland schools from prominent New England cities, were obliged to undergo a new examination before the board of education of that city could pay them their salaries. This paper brought before the meeting advanced thoughts, in a forcible manner. A committee was appointed to prepare a set of resolutions, embodying the sentiments of the superintendents. Dr. B. A. Hinsdale; Supt. F. M. Campbell; Supt. M. A. Newell; Supt. W. N. Barringer; Supt. Richard Edwards were its members, and the following report was adopted.

Inasmuch as four-fifths or more of the teachers in the rural district-schools of almost, if not all, the states, are mere apprentices in the business of teaching, and inasmuch as tact, and government, and skill in the work of instruction is as much needed by the teacher as literary and scientific attainments, it is clear—

1. That successive examinations of beginners should be directed to induce improvement in the branches of study required, and in the art of teaching.

2. That the certificates of this class of teachers should be limited to six months, or at most one school year.

3. That they should be limited to the territorial jurisdiction of the board or other authority by which they were issued.

4. That when the examining authority is a county superintendent of schools, he should himself hold a first grade teacher's certificate, and when it consists of a Board of Examiners, it should contain one or more persons who hold such certificates.

5. Teachers who have had five years of successful experience and hold a first-grade certificate should be relieved of the necessity of periodical examinations on obtaining a state certificate from a State Board of Examiners or other state authority appointed by law for that purpose.

6. State certificates should be valid throughout the state in which they are issued, and should be accepted as valid in other states, under such conditions as may be established by law in the respective states.

7. The representatives of the several states in the department of superintendence may facilitate the policy herein recommended, by considering at this or subsequent meetings, whether the condition of this reciprocity should be based on equal conditions of certification in the several states, or whether the certificates of one state should be accepted by other states for their face value.

8. The profession of teaching should fix its own standard, independent of the state (and without regard to service in the public schools), and this committee would respectfully suggest the consideration, by this department and by all state teachers' associations, of the practical means by which this may be realized.

In discussing this subject Dr. Wm. A. Mowry said that:

"Everything depends upon the character of teachers, and therefore everything depends upon the examination of teachers."

In estimating the character of a teacher, one half should be determined by his knowledge, and one half by his teaching ability. Dr. Mowry's address was full of good points, which we regret we cannot reproduce.

Supt. S. H. Jones of Erie, next discussed this subject. He said:

"One of the chief obstacles in the way of elevating the teacher, is the common method of examination; which, on the average, is about the same as it was over forty years ago. School-boy and school-girl questions are asked the teacher, and the blooming maiden and the callow youth, fresh from school, may, and often do, gain first-class certificates. Little or nothing is done in the line of testing for teaching power. The person that thinks of



beginning, may stand a better examination than one who has had years of successful experience.

A Pennsylvania city superintendent asked, "What shall I do with one of my very best primary teachers, who can't stand the examination?" I said, "Examine her as a primary teacher, and she will stand nearly one hundred per cent." "Throw aside the puzzles of percentage and the knots of grammar."

The teacher should be able to do things that distinguish her from one who is merely a scholar. "I asked a young lady who claimed to have made special preparation for the teacher's work, 'What can you do that any other person of as good academic education can not do?' The response was a mere glittering generality. 'Can't you do something?' said I, 'Can't you even smile an educational smile, that is not a plaster of Paris smile?'"

So long as examinations are so weak professionally, the people, and even the teachers, will see nothing in the work that a person of an ordinary education can not do."

#### THE SPOILS SYSTEM AND THE SCHOOLS.

On Tuesday evening a union session was held in conjunction with the American Institute of Civics, and a large number of teachers swelled the audience to almost the full capacity of the hall.

The discussion was opened by an address by Hon. Le Roy D. Brown, State Commissioner of Ohio, who for years has been identified with the public school system of that state. He said:

"That at present the almost universal practice was to elect school trustees.

Some modification of the present method of choosing boards of education should be adopted. The spoils system had worked itself down so low that even the boards of education were affected by it. He could remember when only the best citizens of the community were thought of for the school board, but the places were now sought openly for the money there was in the making of contracts and even in employing superintendents and teachers. The time had come when the department of superintendence would seek a remedy. An intelligent qualification, or at least a character qualification, should be established. In many states the remedy should be found in the appointment of school boards by the state boards of education or by the higher courts."

He said: "That the spoils system, of which so much was said in politics, had made its appearance in the schools. Places on the boards of education were sought for the money in them. If it be the purchase of a site, the selection of a plan, or the giving of a contract, it was not the most suitable site, the best plan, or the most advantageous contract, but the per cent. the members of the board were to get from the transaction which controlled the selection. He said he was fortified with facts and figures, that these considerations controlled in many towns and cities. Even the presidents of the boards of education got their appointments in recognition of money considerations. In a word, the spoils system was in the schools. He would not say that the same method of correcting this that was followed in Ohio would be good in West Virginia, or in Mississippi, but certainly intelligence should be a factor in the selection, and, above all things, character should be considered. In the study of the question of civil service reform he had been struck with its application to the public school system. He thought that those interested in schools should feel to what a degree they were indebted to Mr. Gorman B. Eaton and other gentlemen who had interested themselves in this matter, and particularly were they indebted to the Institute of Civics. He thought it a matter of earnest congratulation that civil service reform sentiments were growing so rapidly throughout the country, and particularly in Washington.

Hon. B. S. Morgan, State Superintendent of West Virginia, deplored the prostitution of public schools to partisan politics, and said reform was necessary in examinations, tenure of office for teachers, and unification of work. He said:

"That the sentiment of civil service reform was having the effect upon schools so that, in the most intelligent communities, teachers were appointed on account of qualification, and being appointed, there was an understanding that they should not be removed except for cause. He said, however, that such qualifications as would enable a man to pass well through a mental examination, did not necessarily fit a man or woman for teaching. There were other qualifications, acquired only by long experience. This, he thought, ought to be considered."

Supt. W. N. Barringer, Newark, "a fine-looking gentleman with iron gray hair and beard," was not prepared to say that the system that had been in vogue in this country for over one hundred years was a failure.

"He did not think the remedy lay in appointment, for it would be necessary to know who did the appointing. The trouble was that there had been a lapse of the sense of duty. The business of the schools was not to make officers, not to make school trustees, not to make presidents, lawyers, physicians, or even ministers of the gospel, but to make MEN, and from these all the others could be made.

It has been stated that self-government and the election system was a failure. He was not ready to accept this as a fact. He was conscious that there was something wrong; that there was a loss of the sense of duty, and he could see that the spoils system might have something to do with the case, but he was not prepared to renounce the election system in favor of the appointment. He thought they should go to the fountain head. The defect was in the school system somewhere. He thought it best that pupils should be impelled by a sense of duty rather than by the fever of competition and the mere desire to get ahead of each other, even if it was by pushing others down. He said he was talking with a school superintendent, who complained that some of his teachers were not just as competent as he would desire. These teachers had been instructed in the public schools under this very superintendent and he (the speaker) wanted to know how it was that they should be deficient. It must be on account of the system

and must have been the superintendent's own fault. He had asked himself what boys were good for. He had thought for fifteen years on the subject. Suddenly it had come to him that they were good to make men of. And this was his idea, that the public schools should not make doctors, lawyers or clergymen, or politicians or legislators of the boys and girls, but make MEN and WOMEN of them. That once accomplished, they could make anything they wanted to of themselves. He did not take much to the civil service reform view of the situation.

Mr. THOMAS P. BALLARD, of Columbus, Ohio, Agent of Ginn & Co., said:

"The fundamental consideration which prompts our political scientists to urge the reform of the civil service, is the commanding necessity, at this time, of the development of the functions and powers of our executive systems. It is no doubt true, that we have neglected, more than other countries, the study of the science of administration. In our national growth hitherto, as a number of writers have shown, we have been chiefly concerned with acts of legislation,—framing constitutions and drafting codes of laws. It may be difficult enough to make laws. It is a greater task to enforce them. Shakespeare says, 'I can easier teach twenty what 'twere good to be done, than be one of twenty to follow my own teaching.'"

The national civil service, of which the president is the head, each state civil service of which the governor is the head, and each municipal civil service of which the mayor is the head, need, much more than in the past, to be strengthened at the hands of the people. The political problems, of the immediate future, appeal for solution more to our administrative than to our legislative system. There is urgent demand for us to learn how to enforce laws that govern the purity of the ballot, that restrain intemperance and gambling, that preserve public rights involved in our railroad, telegraph, and other corporations; how to maintain the supremacy of law in this ominous warfare between labor and capital, against the despotism of a plutocracy and the desperation of a proletariat; against all pernicious forms of socialism, communism, and anarchism. Never in the history of the world has government been called to tasks of administration so vital.

The need of reform of civil service is fundamental to these, and should be secured first. It would be just as much folly for us to expect the execution of proper laws affecting these questions before our complex systems of civil service are adequately organized and manned, as it would be to go to war with a great power with an incompetent military service.

The arguments in favor of the reform are so strong, and appeal so directly to the patriotism of our people, whose judgments have always been worthy of highest confidence, when they understand an issue, that I take it for granted it has come to stay; that the competitive system of examinations will triumph over political favoritism, unless a party in power that wants all the offices is willing to pay all the taxes. This is a government of the people, for the people, and by the people, and not of a party, for a party, and by a party.

Examinations for the civil service will determine two things: first, the general fitness of the candidate; second, the special fitness. This general fitness, or education, should be possessed by all citizens, especially by all in the employ of the state. There will be special requirements for different offices. The examination for office of a printer may differ in some respects from that for a clerkship. It may not be the function of a common school to give this special training, but it is unquestionably its function to give the general training. The state as educator employs over 227,000 teachers, which exceeds the number of all our lawyers, physicians, clergymen, and journalists combined. It spends over \$100,000,000 annually. This is a vast system and a large expenditure. The result should be substantial and worthy of the confidence of the state, the citizen, and the child. The state as employer is bound in the highest honor to itself, the taxpayer, and the pupil, to show confidence in its own system of instruction. There has been no little criticism against making the common school education part of the test for civil service appointments. Is it not a great injustice for the state, as teacher, to take twelve years from so important a period of a child's life, holding out the assurance that the education during these years is the best possible for the duties of the future, and when, as employer, it determines the competency of its own servants, to ignore its own work?

What then, we ask, is to be the permanent and practical relation of our common schools to the civil service of the future? It is plain that the function of the teacher in the eye of the state must be directed to laying the foundation for citizenship; a training broad enough to include the physique, the intellect, and the entire character of the people. This education ought not to differ from an education the state might justly require in all civil servants. The best general training for the civil service should duplicate the best general training for citizenship. There is no necessity to impress upon this audience the high need of intelligent citizenship. As General Grant has said, "Where the citizen is the sovereign, and the official the servant, where no power is exercised except by the will of the people, it is important that the sovereign—the people—should possess intelligence. The free school is the promoter of that intelligence which is to preserve us as a free nation."

Momentous question this, how to train the American citizen for the great duties and problems of the future. The state, through the schools, must do its utmost. The entire work of public education must converge to this great end. If it is accomplishing this purpose, the state must put the seal of approval on the result. If it is not, the system should be abandoned, or the course of instruction re-modeled. The large jury will be the body of American citizens who have had this training, whose verdict will finally determine the value of the school and of its course of study. Civil service reform should pre-eminently command the support of our school men. I am not able to see any act of the government in recent years which will contribute more to the interest of popular education. It is simply the assurance of the state to all boys and girls that, if they work well and faithfully, they will have an opportunity, so far as it is concerned, to gain honor and position; this encouragement will stimulate in every school-room well-directed and practical effort.

As Sir Charles Trevelyan wrote to Mr. Eaton concerning the

British system: "The opening of the civil and military service, in its influence upon national education, is equivalent to a hundred thousand scholarships, because, unlike such rewards in general, they are offered for the encouragement of youthful learning and good conduct in every class of the community."

Supt. George G. Luckey of Pittsburg, Pa., said: "That the real difficulty was not with the election system, but that the power of election had passed from the people to the rings, and the problem was how to so educate the people that they can educate themselves." Dr. H. R. Waite of Boston, president of the American Institute of Civics, said: "It was the duty of superintendents to inspire the teachers with more earnest purpose in their great work of training up American citizens." J. D. Hale of Washington, said: "He was in favor of civil service if it was limited to the schools. Politics should be separated from schools and they should do nothing more than train up citizens and not to train up clerks for the civil service." The discussion was continued by A. P. Marble, Ph.D., city superintendent of the schools of Worcester, Mass., and W. H. Anderson, superintendent of schools of Wheeling, W. Va.

#### POWERS AND DUTIES OF OFFICERS AND TEACHERS, ABSOLUTE AND RELATIVE.

WEDNESDAY A. M.

By Supt. A. P. Marble, Ph.D., Worcester, Mass. Mr. Marble said in part:

"The officers and teachers having the power to appoint and dismiss teachers are able to control the school and give it the character which they prefer; for they can select teachers in sympathy with their own views; and they can dismiss those not in harmony with those views.

The power of inspecting and examining a school officer gives the officer a right to act as teacher for the time being. Horace Mann, that eminent educational writer, says that the officer can at any time take the place of a teacher, and for the time the teacher must obey him. Now, fixing the course of study carries with it the power to decide, to a very large extent, the methods of teaching. The selection of school-books also enables one to give tone to the school and color to the teaching. Suppose, for instance, that a text-book is selected in political economy which strongly advocates protection, because the school officers favor that view, and suppose the teacher is a strong believer in free trade, so much so that he regards protection as a moral wrong—a kind of robbery of the many to enrich monopoly—he can conscientiously follow the teaching of the school-book provided for his class; he must then refute the teaching of the book, and thus, in effect, violate the regulations of the school, for which he would be likely to be discharged or else he would do violence to his conscience.

Now, here comes up a question of the hour. Has a public school the moral right to give instruction in any branch upon which the community is not agreed? Such questions may arise, for instance, in the teaching of sociology, where, for example, the doctrine of evolution may point to an origin of man, not in accordance with the commonly accepted understanding of Scripture; and in the teaching of English history, the question may arise whether Mary Stuart was a murderess or a saint; whether Elizabeth was a most wise, patriotic, and virtuous sovereign, or a malignant and vindictive persecutor, or worse. But to deny the right of the public schools to conduct these studies, is to exclude the higher branches of education, and even secondary, and thus practically to debar a large portion of the community from the privileges of this higher training. And yet, to enforce, through the text-books and the teachers, the teaching of opinions held by the majority, is a kind of oppression of the minority. The object of schools is education and not the promulgation of any one set of opinions, the development of the powers, and not storing pupils' minds with the opinions and thoughts of older people. May a teacher punish a pupil, or require of him, with the approval of the committee, any duty which the parent has forbidden? The answer comes when we consider what the school is for. It is for the community, not the individual, and if one parent may interfere and say that one pupil shall not do this, why not all?

So far as practical, the individual's rights should be remembered and respected, but without prejudice to the body of the school."

The discussion of Dr. Marble's paper was opened by Dr. B. A. Hinsdale, late city superintendent of the Cleveland O schools, and one of the most intimate friends of President Garfield. He said:

Dr. Hinsdale spoke in high terms of Mr. Marble's paper, but confined his remarks to a single feature:

"Mr. Marble tells us that in former times school officers did not exist; that the business or practical side of education was in the hands of teachers for the most part. But a process of differences here began, and its result is the school officer of to-day. In a sense, he has been developed at the expense of the teacher, but the growth of education made him a necessity. Mr. Marble also tells us, that while the powers and duties of school officers are defined in positive law, the powers and duties of teachers are not, and that to find out what they are we must go to custom and usage, to tradition and history, which are a sort of common law. This is a very important distinction and suggests some interesting observations:

1. From its very nature, the powers, and the duties of the teacher cannot be defined in positive laws. They can be discussed in all their features, but who would attempt to crystallize them into a statute? If that were once done, we should have the worst case of "machine" in education ever seen.
2. There is great reason for congratulation that the work of the teacher rests on the basis that it does; to change the work of school officers we must change the law; but discussion, raising the popular ideals of life and character, the improvement of the



teachers culture, etc., tends at once to change the work of the teacher: and so, his duties and powers.

3. The common law that teaches the duties and powers of teachers is even more available than the positive law that defines the duties and powers of officers. Thus, in one place, the superintendent practically controls the choice of teachers, in another place, a hint merely from him would be considered impertinent. The same may be said of books, and in a less degree, of courses of study. No doubt positive law should continue to give these powers to officers in a formal sense; but the common law should give to teachers, and particularly superintendents, more influence over them. It is one of the places where the teaching body needs to be strengthened."

Supt. O. E. Latham, Danville, Ill., emphasized the importance of developing the brain power of the pupils. The duty of reducing the symbols of thought and power to a system was the most important resting on the teachers.

Supt. J. M. Green, Long Branch, N. J., said:

"The trustees should have full control over the finances and the general external supervision of the schools. The superintendent should be selected by the board, and be responsible to them for general results. The superintendent should have a voice in the choice of teachers, and the duty of the teachers should be to apply the general rules of the school to the pupils under their charge. The trust, held by the trustee was, he said, two-fold in its nature, financial and educational. In the application of school moneys, the powers of the trustees chosen by the people should be absolute. As to the educational function, the powers of the board should be absolute as to general organization. He thought also that the trustees should have the power to select the superintendent, who would be responsible to the board for general results. It is one of the absolute duties of the superintendent, to arrange a course of studies. It is inconsistent to require the best results of a professional superintendent and, at the same time, prescribe the means by which he is to attain these results. It is the duty of the superintendent to ascertain the efficiency of those engaged in teaching. It is the duty of the teacher to maintain discipline in the school room, and to apply the general rules of the schools to the pupils under his charge. In relation to the selection of teachers, he said he regretted to see that there was in some cities a disposition to make place of residence a qualification for appointment. He thought such restriction no more reasonable in case of teachers than in case of persons employed in any other professional capacity or in trade.

Mr. W. E. Sheldon, president of the national educational association, spoke of the necessity of high qualifications for teachers. The superintendent ought to be a man of wisdom, and ought to be the most highly respected person in the community. Teachers ought to work for the love of the work and because of the good they could accomplish, and not simply for their salaries.

Supt. W. N. Barringer, of Newark, N. J., looked on the question from an original standpoint. He said the best thing the superintendent could do was to keep out of the way. There was too much supervision and not enough instruction. The greatest need of the teachers was liberty. They should be allowed to have some originality, and should have liberty to think and act and teach in their own way to a great extent, and they, in turn, should treat their pupils as individuals. He said:

"That the greatest thing for teachers was freedom from restraint and everlasting supervision. He advised superintendents to keep out of the way and let the teachers exert some individuality. Give the teachers liberty to think, and act and teach, and the world will be the better for it."

Hon. L. S. Cornell, state superintendent of instruction of Colorado, and Col. F. W. Parker, of Normal Park, Ill., spoke briefly on this subject. We regret we have no report of what they said.

#### THE BEST SYSTEM OF COUNTY AND CITY SUPERVISION.

The introductory paper was read by Dr. E. E. Higbee, state superintendent of public instruction of Pennsylvania. Generally, he said:

"The supervision of what he called external matters of educational work was in the hands of boards of education. This included fixing the salaries of teachers, selecting school sites, etc. The internal matters of school work, the examination of teachers, methods of instruction, etc., required distinct supervision. What the superintendent needed was the power of putting the right teacher in the right place. The boards were not always qualified to select text-books or to determine the range of studies. They should not, he said, have sole jurisdiction in these internal matters of school work.

Supt. W. R. Comings of Norwalk, Ohio, said:

"Not knowing what the outline of Supt. Higbee's paper would be, and not being, nor having been, a resident of a state having any sort of county supervision, I concluded to come to Washington for the honor of seeing the leaders of the educational work of our country, not to air any theories I might chance to hold upon this question, still less to add to what might be presented by the one who leads in this discussion.

I am familiar with the school system of no state except Ohio, and Ohio has no system outside of the cities. This want of a system is a misfortune to the state and will probably remain so, so long as the "Ohio man" keeps to the front as an object lesson to the state legislators.

Content with seconding the theories already presented, I turn to a somewhat different phase of this question of supervision. A good system of school supervision is without doubt a help to the securing of a good education by the children with which it

deals. But the danger in any system is to run into methods that are purely mechanical, and that have for their purpose the showing off of the system, thereby perverting the good which they might do into an evil.

A good education which should be the result of a good system, is a factor in the evolution of a higher man, a nobler race, and a better government. Whatever the system then, we must look beyond it to its fruits.

The proper test of school supervision must be based upon the work done by pupils, not on that done by assistants, principals or teachers. Considering this question then from the standpoint of the greatest good to the pupils, I shall merely make a few suggestions.

I. The superintendent should not be a mere compiler of statistics.

Statistics are important but not vital.

Monthly reports from teachers covering every conceivable form of attendance, punctuality, nationality, age, physical condition, mental progress and what not, are almost useless, unless it be to afford a superintendent or his clerk occupation in recording, summarizing and reducing to per cents. I do not say that these things should not be obtained, but that to the pupil, these things that take so much time and effort on the part of the teacher, are of no value.

Statistics have their value, but may they not be secured from a term report, or from even an annual report made by the teacher, as well as from one made each month?

In other words, is it not possible to turn the energy they require into other channels that will be of greater benefit to the pupils?

If there could be concert of action in this matter of statistics, I believe it would be possible to have a uniform system in the shape of annual or semi-annual reports, starting from the common school teacher and reaching, by way of the state officers, the U. S. Commissioner of Education.

The chief value of statistics is for comparison, and without uniformity, comparison is impossible.

II. The superintendent should not be merely an examiner.

There is a better place for a general than in the rear of his army. A school system like an army must be led, not driven. "Reviewing" an army is no test of generalship. Examination of a school, however thorough, is no test of a true supervisor. All the good a school can get from a written examination can be secured by written recitations or reviews.

These can be given as a part of the regular routine of school room work, and as such are of high educational value.

But severe examinations, whether as a basis for promotions or to test the teaching qualities of the teacher, are of a nature to do more harm than good to the pupils whose interest is, above all other things, to be considered.

Correct and efficient supervision calls for an educational leader. This leader should be a broad and philosophical thinker yet conversant with all the methods and other minutiae of school-room work.

A very intelligent lady, formerly a teacher in Cleveland, O., said to me not long ago, that Mr. A. J. Rickoff's power as a superintendent lay in his habit of suggesting high ideals, of pointing out the ends to be secured, leaving the teacher to discover the best means for reaching the end. It was not his habit to suggest methods until he had brought his teachers to feel their need of help.

And it is said that he preferred originality on the part of teachers, rather than mere copying of methods in a mechanical manner.

Such a superintendent soon finds his teachers in a mood to discuss intelligently and earnestly the best methods of doing work, and his teachers' meetings soon show an earnest spirit of progress; they become not the occasion for berating teachers, but the means for healthful discussion of school work and aims.

III. The wise supervisor is loyal to his board of education. A fault-finding superintendent cannot lead his board.

He should be loyal to his teachers in every earnest effort they make for self or school improvement.

He should be loyal to the public school system, promoting it by reformation, rather than by criticism or denunciation.

IV. The wise superintendent will not allow his advice to teachers to conflict with that given by an assistant or principal of a building.

He will, however, make it his purpose to be the superintendent of instruction in all that the title implies. Discipline and the mechanical work of the schools may well be left to principals of buildings, but the carrying out of methods of instruction, whether by specialists or by assistant supervisors, should be under the direct control of the head of the system.

I am aware that these points are not a discussion of the question of the "best system," except as they may present the question, from the standpoint of securing the greatest good to the pupil.

Supt. H. S. Jones, of Erie, Pa., said:

"The chief reasons why more supervision is necessary, are: First, the frequent change in the directive force; education has its business side, and this is its very weak side. No business can be developed whose managers take a turn at it, then step down and out for their inexperienced successors. Where the term of office is three years, the average term of service is less than three years. Education may live under such a dead burden, but it cannot grow.

Second, the average teacher, the broad country over, is only a 'helper'—we can't call them apprentices, for the apprentice labors with a purpose that links present efforts into a chain of life-work. The 'helper' may become an apprentice, but the fact is that the vast army of so-called teachers perform a brief helping service, and then retire.

By increasing and strengthening the supervisory force, the directive force will be less troubled with honest, dangerous self-conceit, and will be less given to tearing down good foundations, just for the fun of the thing.

The common-sense, worldly way to make our teachers better, is to give them more and better leaders. Increased supervision will save to the profession, men and women who are blessed with special faculty for the work—and, unless it has these choice spirits, the past will continue to repeat itself."

Professor Bartholomew of Kentucky said that he had listened with pleasure and profit to the excellent paper

of Dr. E. E. Higbee, in which so much had been presented worthy of our serious reflection. He said:

Intelligent and skillful supervision is needed, hence it becomes a question of great importance. The superintendent is one of the chief agents in making our schools what they ought to be.

That the superintendent should be a practical and experienced teacher seems to be self-evident. Who would undertake to direct and responsible work as supervision but he who is trained for it? The lawyer, the physician and the minister have no qualifications for such work.

The teacher then, is the only one who is qualified to assume the duties of supervisor, and we ought so to express ourselves at this meeting. The more extensive the experience of the teacher the better superintendent he will make.

I. That is the best supervision which does not seem to supervise. Fortunate is that superintendent who possesses the skill of so directing those under him that they seem to direct themselves. Such an officer will secure as the fruitage of his work the maximum power and influence of his helpers. Possibly many superintendents fall in being proud and unreasonable in their demands, and this accompanied with a manner which precludes the possibility of co-operation. The spirit that should actuate him is perfectly expressed in the divinely inspired statement—"He that would be greatest among you must be the servant of all." These are, in brief, the qualifications of a successful superintendent. So that it would be well to turn our eyes inward as well as outward in studying this great question.

My experience with boards of trustees has been such that when these matters have been brought to their attention, that a sufficient number of them always see the reasonableness of such statements, and in consequence, are governed accordingly. It is so in the city which I have the honor to represent.

II. The fixing of responsibility is another important element in discussing this question.

In order that this may be done the general and special superintendents should have some voice in the selection of their assistants. It is not meant by this that their action should be absolute or final, but simply that no one should be appointed who is not in sympathy with him in his purposes and plans. This places the responsibility where it properly belongs and will tend to earnest co-operation. Many superintendents fail for want of this sympathy and co-operation. The first step then is the selection of a suitable person for superintendent, and then he should be consulted in reference to the appointment of his assistants. Such a course will surely tend to the strengthening of all the educational factors of power and influence.

III.—Tenure of office is another important element.

This feature of the subject is practically carried out in Louisville, Kentucky, but it should be expressed in the school law as an encouragement to the faithful and conscientious. When a superintendent does his duty he is sure to seem against some one. Now, in order that he should not be dropped from the roll, and thus the schools lose a faithful servant, this principle with its usual proviso of good behavior should be recognized and followed. The operation of this principle would do much to improve and encourage superintendents; and not only this, but through them and their assistants, materially improve the schools themselves. Frequent changes which are opposed to real improvement would be banished, and those who are fully qualified by actual observation and experience of the workings of the system of instruction, would be retained in place and power. This principle should apply to teachers also. A good plan is, that when they have given five years of satisfactory service in any given position, to elect them during good behavior or as long as they occupy that position.

IV.—Salary is an important element.

Money is power when it is expressive of mental and moral growth. The good teacher cannot be paid too much.

Salaries commensurate with the duties and responsibility of the position which the teacher or superintendent holds, is a strong incentive to exertion and steadfastness. Something should be devised and carried out by boards of education on this important subject.

The following excellent plan has been tried with good results: A teacher or superintendent commences his term of service with a certain salary, which is increased annually for five years, after which it is fixed at that amount as long as he occupies that position. Some such plan as this should prevail, so that meritorious teachers and officers may be encouraged.

These are some of the essential elements in good superintendence. When these prevail, the schools will grow steadily and surely under wise and skillful managers.

Supt. Aaron Gove of Denver, and Col. Parker each spoke briefly on this subject.

#### INDUSTRIAL EDUCATION.

Col. F. W. Parker, Normal Park, Ill., said:

"The importance of the work of the school-room can not be over-estimated. All education is the formation of habits. The motto of the country should be, 'Each for all and all for each.' The means for each man to work out his own salvation must be given to all. There is only one thing to give a child, and that is an opportunity to work out the best that is in him, and that system that would bend children from this course and educate them to help machinery is damnable. Nothing should be done in education for the sake of the thing done, but for the development of the mind. The question of industrial training was the question of how it would develop character. The question was, how much industrial training could be introduced into the schools. He would only introduce what the intelligent teacher demanded, and then it would be seen where the manual training came in."

Hon. J. W. Dickinson,\* secretary of the State Board of Education of Massachusetts, said that:

"The object of the common schools was not to develop special technical skill but to train the mind, character, and body, and to cultivate intelligence, and any special training could be obtained afterwards in special technical schools. The ability to think was the best preparation for any calling and this should be given by the common schools."

\*We expect to publish Supt. Dickinson's paper in full in our columns.



Supt. W. B. Powell of Washington, D. C., spoke unqualifiedly in favor of the introduction of manual training into the schools:

"Owing to the development of machinery the apprentice system had declined, and it was demanded of the schools that they give children so much general culture in handicraft as would give the young man ability in a short time to acquire sufficient skill to follow the calling he might choose. Music, drawing, and hygiene had been, one by one, incorporated into the public schools without overcrowding, and manual training could be taken on without injury to the rest of the curriculum. It would be an aid to the pupil in his other studies by developing his creative faculties. He believed that manual training had come to stay.

Supt. H. W. Compton of Toledo, Ohio, narrated the history of manual training in Toledo:

"The greatest enthusiasm was awakened among the pupils. The boys were given instruction in shop work and drawing, and the girls in drawing and domestic economy. Some students failed, but most of them became very proficient. If he could take the opponents of manual training through the school at Toledo he was confident that they would see the value of the work. In this school they taught the pupils to think and to develop their thought. The boys became more thoughtful, and their morals and habits were improved. They did not teach trades, but laid the foundation for all trades. The boys did not want any better holidays than an opportunity to work in the shops. Manual training dignified and exalted labor and the laborer. The girls have succeeded admirably. They have learned the use of tools, and their mental work has been done to perfection. After the experience of Toledo, he could say that manual training had come to that place to stay.

Major R. Bingham of Bingham School, N. C., as a representative of the schools of the south, said that:

"He had not heard the words 'North and South' since the convention met. The South would have to look after her interests and build up her industries and bring herself up to the standard already reached in the North. There was no free technical or manual training school in the South. Manual training could not be introduced into the public schools at the South at the present time. The difficulty with the South was that they could not get even competent teachers to teach the three 'R's,' and until the children were taught to read, it would be of no use to introduce manual training. The South must be made to realize the pecuniary profits in education. They must also be taught to appreciate the dignity of labor."

#### HOW TO MAKE BETTER CITIZENS.

The annual business meeting of the members of the American Institute of Civics took place in the red parlor of the Ebbitt House. Pres. W. E. Sheldon of Massachusetts presided. Reports were presented by the president, Dr. H. R. Waite, and other officers, and four retiring members of the advisory board. Senator Blair, Librarian Spofford, Dr. M. A. Newell of Maryland, and Prof. J. W. Powell were re-elected. H. C. Spencer was secretary of the meeting.

The report of the president of the institute, Henry Randall Waite of Boston, on the object, work, and progress of the organization, which proposes to promote the study of government in order to secure a wise exercise of the rights of citizenship, was read. Brief addresses, telling of the progress of the work in the states represented by the speakers, were delivered by Pres. W. E. Sheldon of Massachusetts, Dr. E. R. Buchanan of Virginia, Mr. Winchell of Boston, Hon. LeRoy D. Brown of Ohio, Prof. H. C. Spencer, and Mr. Bidwell of Chico, California.

The advisory board has had several meetings during the week arranging plans for the future. No less than three of these meetings have been attended by Chief Justice Waite and ex-Justice Strong, and the hearts of the members of the advisory board are glad that these eminent jurists continue to evince such a keen and active interest in the movement.

#### A SYSTEM OF GRADING FOR COUNTRY SCHOOLS.

An able paper was read by State Superintendent J. W. Holcombe of Indiana. No brief report of what he said can do justice to the speaker. We expect to present it in full in our columns. He was followed by Supt. O. B. Johnson of Columbia, S. C., whose manuscript we have and shall publish, and Hon. H. C. Speer of Topeka, Kansas, both of whom presented able arguments.

#### THE BEST SYSTEM OF STATE SUPERVISION.

The subject was ably discussed by Hon. Richard Edwards, LL.D., State Supt. of Public Instruction, Illinois, and Hon. John L. Buchanan, State Supt. of Public Instruction, Virginia. Both Drs. Edwards and Buchanan are old educational workers, and the country and the cause of education are to be congratulated in having them active and influential in educational circles.

Hon. Warren Easton, State Supt. Public Instruction, Louisiana, said:

"It is not the purpose of this paper to present any dogmatic

views as to 'The Best System of State School Supervision,' but simply to make it a basis of discussion. I feel that this is the most important question that the convention has had before it, and one upon which time and careful study should be bestowed. I believe that upon a proper state supervision depends the perfect development of the common school system of the country. As all great bodies move and are controlled systematically, so should the educational work of a state be so systematized as to move in perfect unison. All departments should so fit one to the other, that there would be no adverse friction. To establish this ideal system has been the desire of our educators since schools have been founded, and possibly before it is perfected, as many more years will have rolled around as there have come and gone since the establishment of the free school system.

I believe that to-day every state and territory has made the proper beginning towards the establishment of a system of state supervision. Whether any one has succeeded in developing a perfectly satisfactory one, I cannot say. I am sure that such is not the case in my state, for there, there exists constant dissatisfaction caused by the difference of opinion as to the authority of the chief central officer.

#### A STATE BUREAU OF EDUCATION.

Every state should have a bureau of education, the chief officer of which should be the state superintendent of public instruction. This bureau of education could be called the state board of education, or any other appellation, provided it carries with it the proper signification. This state board of education should be clothed with absolute legislative power, and should become the keystone of the arch of the superstructure which is to be constructed. The powers and duties of this board should be clearly defined by law as follows: To prepare rules, by-laws, and regulations for the government of the common schools of the state, which should be adopted and enforced under the authority and direction of the county, city or division superintendents in all cases where the school trustees have failed to enforce the same. It shall from time to time select and adopt a proper course of study and a suitable list of text-books for all the common schools in the state, which text-books the trustees or directors of the various cities, towns, or districts should use in their respective cities, towns, or districts, provided said books be not changed oftener than once in four years. The said board of education should recommend suitable works for district libraries, and such standard works and professional aids for the teachers as they deem proper, on educational science and the art of teaching.

The board should have the power to require the trustees or superintendents to report everything that, in its judgment, is necessary to further the interests of the common schools of the state.

The board should prepare for district school libraries a list of books suitable for such libraries, which may from time to time be amended, revised, and enlarged, and prepare uniform rules and regulations for the government of the same, and prescribe penalties, fines, and conditions of membership.

Absolute control being granted to this board of education, the important questions arise, who should compose this board? and how should it be organized? I think the governor and attorney general should be members; the first because he is the executive of the state and directly interested in the success of every department of the state; the second, because he is required to be the legal advisor of the board. The state superintendent should be the executive of the board. The other members of the board should be the division superintendents.

The state should be divided into divisions, according either to area or population; over each division a superintendent should be placed. This officer could be called a division superintendent, or an assistant state superintendent; and, by virtue of his office, becomes a member of the state board of education.

The General Assembly having determined how many divisions were necessary for a proper supervision of the state, it will become the duty of the state superintendent to present to the governor the names of those he desires to be appointed as division superintendents; the governor then, by and with the advice and consent of the Senate, should appoint one division superintendent for each division, said person to be a resident of the division for which he is appointed. The division superintendents so appointed and chosen, should take the oath required by state officers, and should hold their office for four years, or in accordance with the constitutional term of office of the state of which they are residents.

The board so constituted should hold one regular annual meeting at the capital of the state, in the office of the state superintendent of public instruction, and other meetings as often as occasion required.

Division superintendents should have general supervision of all common schools within their respective divisions, subject to all rules and regulations passed by the state board of education.

They should examine and certify to the qualifications of all applicants within their respective divisions, unless such applicants hold a certificate from the state board of examiners. They should receive and transmit all reports from the board of school trustees to the state superintendent. They should make all arrangements for meeting teachers who are desirous of passing an examination, and for the transaction of all other business within their jurisdiction.

They should have the power to revoke the certificate of any teacher in the division for any reason which would have justified the withholding thereof when the same was given. They should, annually, make a report to the state board of education, containing a digest of the reports to them from local school authorities, and such other matters as they should be desired to report by said local school authorities, and such as they themselves may think pertinent and material, and especially such as will show the condition of schools under their charge.

They should at all times conform to the instructions of the state board of education as to matters within their jurisdiction, and should serve as the organ of communication between the state board of education, the state superintendent of public instruction, and the district boards of trustees. They should furnish to the district boards of trustees or teachers, all blanks, circulars, and other communications which are to them directed, and should entertain and decide all appeals taken from the decisions of the district board of school trustees, which shall be final,

unless the appeal be carried to the state board of education before the expiration of thirty days.

They should organize and conduct, once in each year, at such time as, after conference with the state superintendent of public instruction may be designated, a teachers' institute, at some central locality, to which access is convenient, and where teachers will receive the encouragement of hospitality.

In this work the superintendents should be aided by the professors of the state normal, or some practical teacher appointed by the state superintendent of public instruction.

They should also encourage and assist at teachers' associations, to be convened frequently, urging the attendance of the teachers, for the purpose of mutual conference and instruction in their duties.

They should also report the number of private schools, academies, and colleges; the number of pupils, and all other information, in such form as the state superintendent may prescribe so as to present a full view of their educational facilities.

They should perform such duties and make such reports, in addition, as the state board of education may determine.

#### WHO THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION SHOULD BE AND WHAT HE SHOULD DO.

The State Superintendent of Public Instruction should be a constitutional officer, elected at the general election with other constitutional officers; his term of office should be for four years; his salary commensurate with the dignity and requirements of the office; his office should be at the seat of government, in which should be filed all papers, reports, and public documents transmitted to him by the division superintendents of the several divisions, and by the boards of trustees, each year separately, and hold the same in readiness to be exhibited to the governor, or to a committee from either house of the General Assembly at any time when required, and should be required to keep a fair record of all matters pertaining to his office.

He should make a full report to the General Assembly at each session, which should embrace a statement of the condition of the common schools throughout the state, the number of pupils attending in the various towns and districts, and the condition of the public school libraries; also a statement of all rules and regulations adopted by the state board of education, and whatever suggestions he may deem it expedient to offer upon the efficient working of the school law.

The state superintendent should be charged with the general supervision of all the division superintendents, and all the common, high, and normal schools of the state; and should see that the school system is, as early as practicable, carried into effect and put into uniform operation. With a general view to these special duties, he should meet the division superintendents at least once in each year, in each division, at such time and place as he may appoint, giving due notice of such meeting; and it should be the duty of division superintendents to attend each meeting, the object of which should be to accumulate valuable facts relative to common schools, to compare views, discuss principles, and in general to listen to all communications and suggestions, and to enter into all discussions relative to the compensation of teachers, their qualifications, branches taught, method of instruction, text-books, divisions, libraries, apparatus, and all other matters embraced in the common school system.

He should visit such schools as he may have it in his power to do, and see the manner in which they are conducted. He should cause to be printed and distributed all acts bearing upon educational legislation, together with all forms, regulations, and instructions among the division superintendents. He should also prepare and have distributed to the several division superintendents, a form of certificate in blank to be issued to teachers, and all other blanks found necessary to be used in carrying on the school system. He should make a report to the General Assembly and state board of education of the condition and needs of the schools of the state, annual or bi-annual.

The state superintendent and the division superintendents should be constituted a state board of examiners; who should examine all teachers applying for state certificates. Said board of examiners should hold their session at the state capital once in each year, and the session should continue as many days as necessary to complete the work. The state superintendent, with the necessary number of division superintendents to make a majority should be required to sign each certificate issued before it became valid.

They should not grant a certificate to any applicant until they became satisfied that the applicant was possessed of a good moral character, a knowledge of the branches of study required in the common school course, together with physiology and hygiene, and a fair ability to teach and govern a school.

The certificate should be good for five years, and if the holder teaches the five years continuously, the said certificate is to be renewed without subjecting the teacher to another examination.

The state board of examiners should be instructed to recognize the diploma of the state normal, or normals, and issue a certificate to the holder without further examination.

These, gentlemen, are some of my views on what is necessary to develop the "Best System of State Supervision." They have been hurriedly placed on paper, my duties at home being so numerous and urgent that I have had but little time to give to the preparation of this paper. I think the subject so important that after the discussion a committee should be appointed to which it should be referred, with instructions to report upon it at the meeting of the department in Chicago.

#### THE CLOSING MEETING.

Resolutions were adopted declaring in favor of a uniform method of designating classes in all the public schools, and approving the disposition of some colleges to recognize teaching as a profession. Senator Blair spoke upon the relation of public schools to the national government, urging the responsibility of the government for the education of its people.



Senator Stewart said that the science of teaching should be thoroughly understood, and to that end he favored the establishment of a national normal school in Washington for the purpose of turning out thoroughly qualified teachers.

Dr. M. A. Newell of Baltimore, Dr. Sheldon Jackson, and Prof. George E. Little also made excellent addresses.

The officers of the association were:

HON. CHARLES S. YOUNG,

Ex-State Superintendent Public Instruction, Carson City, Nevada,

President.

Supt. N. C. DOUGHERTY,

Superintendent Public Schools, Peoria, Ill.,

Vice-President.

Supt. CHARLES C. DAVIDSON,

Superintendent Public Schools, Alliance, Ohio,

Secretary.

Supt. W. B. POWELL, Washington, D. C.,

Chairman of Local Committee.

HON. LEROY D. BROWN, Columbus, Ohio,

Chairman of Committee on Transportation.

### BRIEF LESSON PLANS.

#### EXERCISES IN TOUCH

1. Provide for the observation of a single quality discernible by touch alone.
2. Ascertain the degrees of a quality possessed by different objects where comparison is possible.
3. Discern by touch qualities dependent upon previous knowledge.
4. Discriminate between substances by means of one quality or more.
5. Make complete analysis of an object by means of the sense of touch.

#### BREATHING. I.

OBJECT: To teach the necessity of ventilation.

METHOD: Hold your hands firmly against your sides, throw back your shoulders, take a long, deep breath; expel the air slowly; feel the ribs move out and in as you breathe; hold your hand in front of your mouth, and breathe; breathe on a cold mirror. Question the pupils as follows: What is this motion of the body called? When the ribs move out is air sent in or out of the body? When they move in? Where does the air go? How many lungs are there? Place your hands on them. Where is the heart? Tell pupils why we need air, its condition when it comes from the lungs, what it contains. Let the children breathe into a small-necked fruit jar, and then thrust a lighted candle into it. Explain result. Tell them about the Black Hole in Calcutta; lights and fires burning low in a close room. Have them breathe also into a bottle of lime water. Make it very plain and impressive how the air becomes loaded with poisonous gases and dead matter. Make them detect and loathe impure air as they would decayed food. Have children write on slates: "A person cannot be strong and vigorous who breathes impure air."

#### READING FOR THE 6th OR THE 5th PRIMARY GRADE.

This is one of the methods of teaching reading in use in P. S. No. 32, Brooklyn. It was illustrated with great success by class-work before an association of teachers.

##### I. Preparatory reading from board.

1. Teacher prints or writes new words and sentences containing them, on board. (Sentences unlike those used in books.)
2. Children, if possible, or teacher, sound words and pronounce.
3. Associate words with appropriate idea.
  - a. Teacher tells story, using word. Children point to word used.
  - b. Teacher tells story; children finish elliptical sentences with words from board.
  - c. Children use words in sentences
4. Children drilled in naming rapidly the new words on board.
5. Children read silently sentences on board, and then aloud.

##### II. Reading from Books.

1. All the children read silently a phrase, sentence,

or paragraph, designated by teacher.

2. One child reads aloud.

3. Children tell story of lesson, or answer questions asked by teacher.

### PERSONS AND FACTS.

Lieutenant Greeley believes in the theory that there is an open sea, 1,500 miles in diameter, round about the north pole, that never freezes, the conjecture being that the pole itself is the center of an ice-capped land, covered with ice from 1,000 to 4,000 feet thick.

A doctor in St. Louis explains the necessity for having two ears, by the fact that sound is always heard more distinctly by one ear than by the other, and in this way it is located. A man with but one ear can hear just as well as a man with two, but he cannot locate sound.

The lowest average temperature known in the world is at Werkojauck, Siberia. For 1885 it was 1° Fahrenheit. For January of that year it was 56° below.

In Aberdeen, Nebraska, is an artesian well 1,000 feet deep, which throws out numbers of fish that look like the ordinary brook minnow.

One of the most remarkable facts brought out by the oceanic researches made by the British ship, *Challenger*, is the possibility that all oceanic islands are of volcanic origin; in all the researches made no indications were found of submerged land over these areas.

The glaciers of Glacier Bay, Alaska, are 900 feet high, and are probably submerged to the same depth. They extend along the shore for 25 miles, and are, in some cases, 3 miles wide. They are of a pale blue color. Tons of ice are continually breaking off into the sea and floating away in the shape of icebergs.

An excellent carbon for electrical purposes is now obtained from sea-weed.

Two sparrows, during the time they were feeding their young, carried in one week 3,366 caterpillars from a cabbage garden to their nest.

Caterpillars eat about four times their own weight in food every day.

Bats are useful as scavengers.

The name nightingale is derived from two words, viz: *Nacht*, night, and *galan*, to sing. These birds abound in Turkish cemeteries, it having long been a custom of love to keep these birds upon the graves of the dear ones gone before.

The Pilgrims landed at Plymouth on Friday.

The entire Hebrew Bible was printed in 1807.

Kerosene was first used for lighting purposes in 1825.

The first copper cent was coined in New Haven in 1687.

Percussion arms were first used in the United States in 1829.

The average railroad fare per mile in this country is 2.35 cents.

The United States government has received in taxes for spirits during the past twenty years a billion dollars.

By Henry George's land scheme, each family in the United States would have 186 acres.

The words of The Lost Chord were written by Adelaide Proctor; the music by Arthur Sullivan.

There are seventeen different school ages in the United States. The longest extends from four to twenty-one; the shortest from eight to fourteen; the average length is fourteen and one-half years.

Never enter a sick room in a state of perspiration, as the moment you grow cold, your pores absorb.

Belgium, with its thirty-three gallons per capita, stands at the head of the beer drinking countries of the world.

Do not approach diseases with an empty stomach, nor sit between the sick and the fire, because the heat attracts the vapor.

The coal fields of the United States embrace an area of 600,000 square miles.

Over 8,600 miles of new railroads were constructed during 1885; Kansas leads.

The Methodists, with their 3,500,000 membership, are the largest denomination of Protestants in the United States. The Baptists, with 2,500,000 members rank next.

Dr. McCosh hopes to remain at the head of Princeton College until it becomes, in name and in fact, a full-fledged university.

Traveling salesmen have long lamented the fact that "drummers" were charged a special tax in several of the southern states. The supreme Court has just decided that the imposition of such a tax is unconstitutional, as it conflicts with the exclusive power of Congress to regulate commerce between the states.

The professional "expert" witness has become a feature of the administration of the courts. He is regarded as a nuisance by many who declare that an "expert" can always be found to support every opinion of the opposing parties.

The students of a college in Athens, Ga., have formed themselves into an organization known as the Knights of Lethargy, for the purpose of boycotting poor boarding houses and such tradesmen as refuse them unlimited credit.

Since the adjournment of Congress a marble bust of John C. Calhoun has been placed in the senate gallery.

Lord Tennyson has written a morning and evening hymn for the boys in the Gordon Home, Portsmouth.

John Boyle O'Reilly does not believe that Queen Victoria owns real estate in Washington, as she would have to pay taxes out of her own pocket on it if she did.

Manager Abbey is disgusted because there is so little enthusiasm in Chicago over Patti.

John Brown, Jr., son of John Brown, of Harper's Ferry fame, believes in fostering fraternal feelings between the North and South. He admires the devotion of the Confederate soldiers.

Baltimore is greatly excited over the alleged action of President Garrett in delivering the Baltimore and Ohio railroad over to a syndicate of outside capitalists. Mr. Garrett is censured.

Gen. S. Redvers Buller, in his evidence before the land commission, said there would never be peace in Ireland until a court was established with strong coercive powers over bad landlords, and protective powers over poor tenants.

The Gentiles of Salt Lake City are preparing to give Miss Kate Field a royal reception when she comes among them.

Stanley, who is in charge of an expedition for the relief of Emin Pacha, expects to arrive at the Emin's headquarters by August 3.

### THINGS OF TO-DAY.

Pierre Jean Beckx, the old General of the Jesuits, has died at Rome in his ninety-third year.

The American Legation in London promptly denies and disproves the allegation that it has been trafficking in the designs of the English Admiralty.

Woman suffrage bills have been defeated in New York and Massachusetts.

Earthquakes have again been felt in Italy, and also in Paris, where something like a panic took place.

The ocean race between the "Coronet" and the "Dauntless" has commenced.

M. de Lesseps has been lionized in Berlin.

News has been received from Emin Bey to the effect that he attempted to escape in November last, but was forbidden to pass through Uganda.

The Richmond Hotel, Buffalo, N. Y., was burned early on the morning of March 18. Several people lost their lives and about thirty others were badly burned or maimed.

The father of General Sickles, who was at one time a very prominent lawyer in this city, died at New Rochelle, March 17, aged 86 years. He left a fortune of about \$3,000,000.

The trial of Ex-Alderman Thomas Cleary for bribery was completed Thursday, and the jury disagreed.

The Ohio & Mississippi Railroad Company have requested Illinois legislators to return their free passes.

President Cleveland celebrated the fiftieth anniversary of his birth March 18.

Walter E. Lawton, who was for many years engaged in the fertilizing business in New York, has failed and left for unknown parts. It is said that he discounted notes amounting to \$100,000, and kept the proceeds.

St. Patrick's Day was celebrated by monster parades in this city and Brooklyn.

John H. Sherwood, a prominent business man of New York, died March 17.

The Parnellites and Gladstonians are preparing to fight coercion.

The breaking of an iron bridge on the Boston and Providence railroad, in the outskirts of Boston, March 14, precipitated four coaches to the street below. About forty passengers were killed or fatally injured, and 100 others more or less injured. The bridge is said to have been defective.

A bill has been introduced at Albany, providing that practicing undertakers shall be compelled to undergo an examination, by a board of practical funeral directors, as to their qualifications for plying their trade.

It is reported that the cholera is spreading northward and westward in South America.

Lyman S. Weeks was shot dead by a burglar in his own house, 1071 DeKalb avenue, Brooklyn, March 16.

A train on the Elmira, Cortland & Northern Railway was ditched by a broken wheel near Elmira, March 16. Fifteen persons were injured.

The Canadian government promises to subsidize the Ottawa ship canal scheme. It is proposed to shorten the distance between the west and the seaboard by a direct and continuous water route.

Emperor William says that Germany shares his desire for peaceful relations with France.

The banks complain of the scarcity of small bills, particularly ones and twos.

Peculiar in medicinal merit and wonderful cures—Hcod's Sarsaparilla. Now is the time to take it, for now it will do the most good.



## GENERAL EXERCISES.

## AUTHORS' DAYS.

WILLIAM SHAKESPEARE.

BORN APRIL 23, 1564.

## I. BIOGRAPHY.

*First Pupil.* Give all the circumstances that are known relating to the early life of Shakespeare.

*Second Pupil.* His early manhood and occupation.

*Third Pupil.* His business as an actor, and writer of plays.

*Fourth Pupil.* His first plays, their character.

*Fifth Pupil.* His later plays and the various sources from which he derived his material.

*Sixth Pupil.* The characteristics of Shakespeare as a writer.

*Seventh Pupil.* His object in writing; his success.

*Eighth Pupil.* Other writings besides plays.

*Ninth Pupil.* Death.

*Tenth Pupil.* Actors who lived before and at the time of Shakespeare.

## II. MISCELLANEOUS QUOTATIONS.

*First Pupil.*

To-morrow, and to-morrow, and to-morrow  
Creeps in this petty pace from day to day,  
To the last syllable of recorded time;  
And all our syllables have lighted fools  
The way to dusty death. Out, out, brief candle!  
Life's but a walking shadow; a poor player,  
That struts and frets his hour upon the stage,  
And then is heard no more.

—MACBETH.

*Second Pupil.*

What's in a name? that which we call a rose,  
By any other name would smell as sweet.

—ROMEO AND JULIET.

*Third Pupil.*

Sweet are the uses of adversity,  
Which, like a toad, ugly and venomous,  
Wears yet a precious jewel in its head.

—AS YOU LIKE IT.

*Fourth Pupil.*

And this our life, exempt from public haunts,  
Finds tongues in trees, books in the running brooks,  
Sermons in stones, and good in everything.

—IBID.

*Fifth Pupil.*

To be a well-formed man is the gift of fortune, but  
to write and read comes by nature.

—MUCH ADO ABOUT NOTHING.

*Sixth Pupil.*

His reasons are as two grains of wheat hid in two  
bushels of chaff; you shall seek all day ere you find them;  
and when you have them they are not worth the find-  
ing.

—MERCHANT OF VENICE.

*Seventh Pupil.*

There is no vice so simple, but assumes  
Some mark of virtue on its outward parts.

—IBID.

*Eighth Pupil.*

Some are born great; some achieve greatness, and  
some have greatness thrust up them.

—TWELFTH NIGHT.

*Ninth Pupil.*

This above all,—to thine own self be true;  
And it must follow, as the night the day,  
Thou canst not then be false to any man.

—HAMLET.

*Tenth Pupil.*

Cowards die many times before their deaths;  
The valiant never taste of death but once.

—JULIUS CAESAR.

*Eleventh Pupil.*

How far that little candle throws his beams!  
So shines a good deed in a naughty world.

—MERCHANT OF VENICE.

*Twelfth Pupil.*

To gild refined gold, to paint the lily,  
To throw a perfume on the violet,  
To smooth the ice, or add another hue  
Unto the rainbow, or with taper-light  
To seek the beauteous eye of heaven to garnish,  
Is wasteful and ridiculous excess.

—KING JOHN.

*Thirteenth Pupil.*

There is a tide in the affairs of men,  
Which, taken at the flood, leads on to fortune;  
Omitted, all the voyage of their life  
Is bound in shallows and in miseries.

—JULIUS CAESAR.

*Fourteenth Pupil.*

Let all the ends thou aim'st at be thy country's,  
Thy God's, and truth's.

—HENRY VIII.

III. PARTING SCENE BETWEEN CASSIUS AND BRUTUS.—  
BY TWO SCHOLARS.

*Cassius.*

Now, most noble Brutus,  
The gods to-day stand friendly, that we may,  
Lovers in peace, lead on our days to age!  
But, since the affairs of men rest still uncertain,  
Let's reason with the worst that may befall.  
If we do lose this battle, then is this  
The very last time we shall speak together.  
What are you, then, determined to do?

*Brutus.*

Even by the rule of that philosophy  
By which I did blame Cato for the death  
Which he did give himself;—I know not how,  
But I do find it cowardly and vile,  
For fear of what might fall, so to prevent  
The time of life;—arming myself with patience  
To stay the providence of some high power  
That governs us below.

*Cassius.*

Then, if we lose this battle,  
You are contented to be led in triumph  
Through the streets of Rome?

*Brutus.*

No, Cassius, no; think not, thou noble Roman,  
That ever Brutus will go bound to Rome;  
He bears too great a mind. But this same day  
Must end the work the Ides of March begun;  
And whether we shall meet again I know not,  
Therefore our everlasting farewell take;  
Forever, and forever, farewell, Cassius!  
If we do meet again, why, we shall smile;  
If not, why, then this parting was well made.

*Cassius.*

Forever, and forever, farewell, Brutus!  
If we do meet again, we'll smile indeed;  
If not, 'tis true, this parting was well made.

*Brutus.*

Why, then, lead on. O, that a man might know  
The end of this day's business ere it come!  
But it sufficeth that the day will end,  
And then the end is known. Come, ho, away!

JULIUS CAESAR.

IV. EXTRACTS FROM SHAKESPEARE THAT MAY BE READ  
OR RECITED.

1. Brutus's speech on the death of Caesar.
2. Mark Antony's speech.
3. Quarrel between Brutus and Cassius.
4. Hamlet's soliloquy.
5. Hamlet and the players.
6. Conviction of Shylock.
7. Death of Juliet.

## V. WHAT SHAKESPEARE SAYS.

*Teacher.* What does Shakespeare say about inno-  
cence?

*First Pupil.*

The silence often of pure innocence  
Persuades, when speaking fails.

—THE WINTER'S TALE.

*Second Pupil.*

If powers divine  
Behold our human actions, as they do,  
I doubt not then that innocence shall make  
False accusation blush, and tyranny tremble at  
patience.

—IBID.

*Teacher.* What does he say about the power of wis-  
dom and patience?

*Third Pupil.*

Wisdom and fortune combatting together,  
If that the former dare but what it can,  
No chance may shake it.

—ANTONY AND CLEOPATRA.

*Fourth Pupil.*

How poor are they that have not patience!  
What did ever heal but by degrees?

—OTHELLO.

*Teacher.* About mercy?

*Fifth Pupil.*

The quality of mercy is not strained,  
It droppeth as the gentle rain from heaven  
Upon the place beneath; it is twice blessed;  
It bleaseth him that gives and him that takes.

—THE MERCHANT OF VENICE.

*Sixth Pupil.*

'Tis mightiest in the mightiest; it becomes  
The throned monarch better than his crown.

—IBID.

*Seventh Pupil.*

Wilt thou draw near the nature of the gods?  
Draw near them, then, in being merciful:  
Sweet mercy is nobility's true badge.

—TITUS ANDRONICUS.

*Teacher.* On judging others?

*Eighth Pupil.* Forbear to judge, for we are sinners  
all.

—KING HENRY VI.

*Ninth Pupil.*

O! thou that judgest all things, stay my thoughts,  
My thoughts that labor to persuade my soul  
Some violent hands were laid on Humphrey's life!  
If my suspect be false, forgive me, God,  
For judgment only doth belong to thee.

—IBID.

*Teacher.* On the use of the tongue?

*Tenth Pupil.*

Give every man thy ear, but few thy voice;  
Take each man's censure, but reserve thy judgment.

—HAMLET.

*Eleventh Pupil.*

Be checked for silence, but never taxed for speech.

—ALL'S WELL THAT ENDS WELL.

*Twelfth Pupil.*

One doth not know  
How much an ill-word may empoison liking.  
MUCH ADO ABOUT NOTHING.

*Teacher.* On the uncertainty of earthly glory and  
happiness?

*Thirteenth Pupil.*

Then was I a tree  
Whose boughs did bend with fruit; but in one night  
A storm or robbery, call it what you will,  
Shook down my mellow hangings, nay, my leaves,  
And left me bare to weather.

—CYMBELINE.

*Fourteenth Pupil.*

But yesterday the word of Caesar might  
Have stood against the world; now lies he there  
And none so poor to do him reverence.

JULIUS CAESAR.

*Fifteenth Pupil.*

Why, what is pomp, rule, reign, but earth and dust?  
And, live we how we can, yet die we must.

—KING HENRY VI.

## VI. JULIUS CAESAR.

NOTE.—If possible, provide older scholars with pamphlet form  
of the play of Julius Caesar. Have portions of it read every day,  
treating it in the manner given below. Then on Shakespeare's  
day give a class exercise on work done.

1. Where was the plot of the play laid, and when?
  2. Who are the principal characters? (Question with  
regard to each of these characters, the offices they held,  
&c.)
  3. Give the plot of the play.
  4. Explain every allusion to mythology.
  5. Explain every allusion to history.
  6. Learn meaning of obsolete words.
  7. Express meaning of obscure expressions.
  8. Explain figures of speech.
  9. Memorize quotations.
- Two or three weeks may be necessary for the study of  
this play.

L. E. B.

## HARRY'S ARITHMETIC.

(For a little boy, holding in his hand a slate and pencil.)

I'm glad I have a good-sized slate,  
With lots of room to calculate.  
Bring on your sums! I'm ready now;  
My slate is clean, and I know how.  
But don't you ask me to subtract,  
I like to have my slate well packed;  
And only two long rows, you know,  
Make such a miserable show:  
And, please, don't bring me sums to add:  
Well, multiplying's just as bad:  
And, say! I'd rather not divide—  
Bring me something I haven't tried.

—ST. NICHOLAS.



## EDUCATIONAL NOTES.

## CONNECTICUT.

Hon. C. D. HINE, secretary of the state board of education, spoke recently at South Coventry upon "How to Have Good Schools."

The next meeting of the teachers' association of Windham and New London counties will be held about the middle of May. Mr. S. C. Minor, of Greenville, is the present president of the organization.

Dr. ALLEN, of the New York SCHOOL JOURNAL, gave the teachers of Willimantic an eloquent and helpful address last month. His subject was "How Boys may be Educated to Become Men." A large audience was present, and thoroughly enjoyed the lecture. No abstract would justly represent the speaker's words, which were full of practical truth for both teacher and parent.

The teachers of Willimantic have made arrangements, under the auspices of the state board, for an educational lecture before them each month. On Friday evening, March 11, Supt. N. L. Bishop, of Norwich, spoke upon "Work in the Primary Grades." His talk was full of suggestive helps.

The child-labor statute is being well enforced in the eastern part of the state. Truancy, also, is becoming less frequent.

The legislature now in session at Hartford has rejected the bill for the compulsory school attendance of children between the ages of four and thirteen years. The present statute limits the ages to seven and fourteen years. The bill providing that children under thirteen may be employed on certificate that they had attended school during 100 days in the year, was also rejected. Another bill, giving power to agents of the state board of education to compel children to attend school, became a law.

Correspondent for Eastern Connecticut. W. L. BURDICK.

## FLORIDA.

The public schools of Jacksonville are probably the best in the state of Florida. The city is growing rapidly, and salaries and buildings are better than in other towns. The principal of the high school is Prof. Frederick Pasco, a graduate of Harvard College. He has just been elected president of the state educational association. He has two female assistants. Close by stands the grammar school of which Miss Lulu Tucker is principal; she has fourteen assistants. This school I visited and described last winter. It is in a good state of prosperity, but the salaries of the assistants are so low—\$200, \$250, \$275—that the teachers must be in a state of constant discouragement.

There are several primary schools in the suburbs, one at La Villa with two teachers; one at East Jacksonville with three teachers; one in Brooklyn; one in West Jacksonville; one in South Jacksonville.

There are four colored schools, one in the city proper with nine teachers; one in Oakland with five; one in La Villa, and one in Brooklyn. All these are well attended. The city graded school first referred to above, is in a large building, strongly built of brick, but it is not a well-planned building. Very many of the buildings are poorly planned. It is well managed by the principal, Mr. W. M. Artrell, a very intelligent man. I found very intelligent teaching, and well-behaved and earnest pupils. It is proposed to have an industrial department. A meeting of citizens has been held and money raised for a building. Dr. Haygood, agent of the Slater Fund, promises to provide for the instructor and the tools.

It is the opinion of those who have studied the problem of negro education, that industrial education is of pressing importance to him. If a young negro is educated in books alone, he sees but two avenues open—teaching and preaching. But if he can go out in elligent in the use of tools, he is sure of a competency, for skilled laborers are in demand, no matter what the color of the skin. I found good colored carpenters receiving \$2.75 and \$3 per day; as teachers they are paid \$1.11!

An important school is the Cookman Institute, in the charge of Rev. S. B. Darnell. Colored young men and women come here from various parts of the state. Latin, Greek, and music are taught, and there is an air of refinement that one would hardly expect. Seven teachers are employed; there are two large brick buildings crowded with pupils. The school is supported by contributions from the Methodist church. A. M. K.

## NEW JERSEY.

New Jersey Teachers' Reading Circle, B. C. Gregory, Secretary. The circle continues prosperous. It was feared that during the summer vacation the interest would have diminished. A circular letter was accordingly issued to the secretaries of the local boards of management. It inquired whether the boards were complete, when a meeting of the board would be held, times of meeting, etc. It also requested the secretaries to give the following information: a. Extension of time for completing first year; b. new rules relating to the Chautauquan; c. announcement of annual meeting of reading circle at Trenton, Dec. 29; d. course of reading. It asked finally for information concerning the next meetings of institutes and county assembly.

The answers to the circular letters were very animating. Our secretary wrote: "The meetings of our circles are getting to be more and more interesting. Much good has resulted from the free discussion which accompanies the readings, and great enthusiasm is manifested. One can already see in the class rooms that the methods of teaching, the manner of presenting the subject, is gradually changing in the right direction as the teacher becomes master of the principles which have been discovered, discussed, verified, and amplified in the meetings of the reading circle. Judging from my own experience, I am not surprised that you receive encouraging news from all over the state. Many members have availed themselves of the extension of time offered by the board of control. The membership of the circle is almost 2,000."

In some cases the board of control has found that the interests of the reading circle would be advanced by appointing two boards in one county. The geographical peculiarities of the county and its rural facilities seem to demand such a course. An amendment giving the board such power was passed at the meeting of the circle, held Dec. 29, at Trenton. The feature of the occasion was the address of Dr. John Hull, of New York, already reported in these columns.

Last December, Supt. Meloney in his opening address as president of the New Jersey state teachers' association, recommended the formation of a state council of education to consider all important educational questions, and to put into shape recommendations for legislation by city and state authorities. Superintendents Barringer, Meloney, and Edison, and Principals Gregory, Green, Harris, and Boss were appointed a committee of the state association to consider the president's recommendations. This committee met in Newark, March 3, and took the initial steps in the formation of a council of fifty leading educators of New Jersey.

A standing criticism on state and county teachers' associations, is the fact that they are powerless to carry their recommendations into effect. They are without executive machinery. It is the aim of the state council to remedy this defect. The organization will be completed in April.

Newark will open a new school building of sixteen rooms, April 1, and will erect two more large school-houses the coming summer. Few cities are so wide awake in educational matters as Newark.

We have good authority for saying that Supt. Barringer's salary will be increased at the next meeting of the board of education.

## NEW YORK.

Institutes will be held as follows:

DATE.	PLACE.	CONDUCTOR.
March 28,	Lisle,	Prof. H. H. Sanford.
March 28,	Seneca Falls,	Prof. S. H. Albro and Prof. I. H. Stout.
April 4,	Plattsburgh,	Prof. H. H. Sanford and Prof. C. T. Barnes.
April 4,	Middletown,	Dr. J. H. French and Prof. E. H. Albro.
April 11,	Champlain,	Prof. H. H. Sanford and Prof. C. T. Barnes.
April 11,	Palmyra,	Prof. S. H. Albro.

The teachers' association held at White Plains on Saturday was largely attended, about 250 teachers being present, and was interesting from beginning to end. Prof. Cook's lecture on "Educational Habits," was very fine, and well received. The professor was in his best mood, and excelled himself, if possible. Com. Lockwood's talk on Current Legislation was interesting, and called for a much debate. It was stated that but three schools in Westchester county are under the regents.

There is a bill now before the house to dissolve the Batavia library association, and to form a Union School library, to be placed in a handsome new building, to cost \$10,000, the gift of Mrs. Richmond. The two libraries, consisting of about 5,000 volumes each, to which will be added each year from the permanent fund belonging to the above mentioned association, will make the largest public school library we know of, and the only one having a separate building.

The Attica union school has a very extensive library of statistical books, numbering 740 volumes. These are bound in full leather and comprise the full congressional reports since 1789. Added to this is a handsome school library of nearly 500 volumes. Prof. Lovell, the highly esteemed principal, conducts a teachers' class of sixteen this winter.

The South Tonawanda school is under the efficient supervision of F. A. McCoy, who is a graduate of the Cortland normal school, class of '78. There are 740 pupils registered, with an average attendance of 600. There is a large commercial class here also.

When Prof. A. D. Filer took charge of the North Tonawanda school, in 1881, there were but three assistant teachers, the school occupying an old-fashioned building; but now a handsome building, costing \$25,000, having the best system of ventilation known, the air being completely changed every twenty minutes, is occupied by Prof. Filer and seven assistants, with three assistants in outside annexes. There are 600 pupils registered in this school and its annexes. The class preparing for the June examination by the regents numbers thirty-five. We were agreeably surprised to find in this school a fully equipped commercial department, following the course used at the Buffalo Business College.

The Buffalo state normal school has been under the management of Dr. Cassedy since last September. The attendance has increased twenty-five. Many important improvements have been made in the various rooms, and the building of an addition is contemplated, in which special rooms will be fitted for classes in drawing and natural sciences. A gymnasium will also be fitted up for the use of students. Particular attention is given here to practice department, under the efficient management of Miss Eggleston, who is a centennial graduate of this school. Pupils are not only made familiar with the best methods of teaching any subject, but they are trained to devise methods of their own, embodying the best points of the systems of others. The method of teaching geography is unusually attractive and practical. Miss Eggleston has kindly promised to send us papers on methods of teaching geography which have been given at institutes and attracted much attention. The graduating class numbers twenty-five.

The Warsaw union school, under the efficient management of I. B. Smith, A.M., is deservedly popular. Several graduates have entered colleges, and two free scholarships to Rutgers College have been awarded to this school, through the kindness of Merrill E. Gates, LL.D. To the already extensive library have been added new books this year, costing \$300. We were agreeably surprised to find such an extensive and costly set of physical apparatus and anatomical models, to which have been added a few pieces this term, costing \$75. Miss M. E. Dann, the painstaking and successful teacher of the sciences, takes pride in the apparatus and models. We beg leave to congratulate C. D. W. Brown, A.B., upon his success in obtaining such good results from his labors during this, his first year in this school. The work of teachers in the higher departments is made easier and more effective when the pupils have been under the care and training of such enthusiastic teachers as he has been able to procure.

(Reported by E. J. LEWIS.)

The closing exercises of the senior department of the Delta public school took place February 26. The literary program was of a very interesting character, and by request was repeated March 4.

Teachers' institute of third commissioner's district of Erie county met at Springville, March 7-11. Prof. Henry H. Sanford was the conductor. Prof. E. W. Griffith, Prof. Maycock, Dr. James Cassidy, Prof. Wm. Pitts, and Miss Anna K. Eggleston, contributed to the exercises.

Yates county teachers' institute was held at Penn Yan, February 14-19. Prof. H. B. Sanford, assisted by Prof. W. G. Reed, Dr. G. R. Hammond, Miss M. A. Emerson, and Prin. H. W. Callahan succeeded in carrying out a very interesting and practical program.

The monthly meeting of the Schuyler County Teachers' Association convened at Cook Academy, February 19. "Uniform Examinations for Teachers" was the topic first discussed. Prof. Hill of Cook Academy, leading the discussion, followed by Prof. A. W. Norton of Elmira, Dr. Dean of Havana, and others. The bill which has been introduced in the assembly by Speaker Husted, formulating a general plan, designed to bring about uniform examinations throughout the state, was read and commented upon, and by a formal vote was unanimously endorsed by the teachers present.

Prof. Burritt of Mt. Morris, presented outlines of a plan for teaching geography combined with history. His method met with the approval of the teachers present. The importance and utility of mental arithmetic was discussed by Prof. Dann of Havana, and others. Prof. J. F. Barto, of Mecklenburg, gave his method of teaching common fractions.

The Westchester county teachers' association was held at White Plains, March 12. The subjects presented were those specially requested by the teachers at the last meeting.

Oneida county teachers' association was held at Durhamville, February 11 and 12.

## PENNSYLVANIA.

Rev. Dr. Schaffer has been called from the presidency of the Kutztown state normal school, to the presidency of the new university of the Reformed church, to be founded at Wichita, Kansas.

The presidents of the colleges of the state met in Harrisburg, Feb. 28, to form a state association, and to consider matters of general interest to their institutions. The Rev. Dr. Knox, president of Lafayette College, presided.

Prof. Hoffecker, superintendent of schools in Montgomery county, has just held a very interesting institute at Jenkin own. Profs. Groff, Phillips, Welsh, and Smith assisted. Prof. Hoffecker stands at the head of county superintendents in Pennsylvania in the love the people bear for him, and the good he is doing.

At a recent meeting of the board of trustees of the Millersville state normal school, Prof. E. Oram Lyte was elected to succeed Prof. B. F. Shaub as principal of that institution. Prof. Lyte has been connected with the Millersville school for more than twenty years, and is well informed as to its needs, and his broad acquaintance with teachers, educators, and school work generally will bring prestige to the school, and continue to make it the good normal institution which it was under Dr. Brooks's administration.

Richard L. Edwards, a teacher of thirty years' experience, died recently at his home in Hazle township. Mr. Edwards taught for twenty-nine successive years in his native township, Hazle.

Kingston. State Correspondent. WILLIS MUNROE.

Major A. J. Davis of Clarion, has been elected principal of the Clarion state normal school. Major Davis has been connected with the department of public instruction for four years, and is well known throughout the state as a zealous and rarely qualified educator.

## TENNESSEE.

Prior to 1873, not any of the great developing factors—superintendence, normal schools, institutes, and graded schools—were found in our state. The first teachers' institute held in the state under the direction of the state superintendent, was in the summer of 1874. For two years some few institutes were held in different parts of the state, the conductors being paid, not by the state, but from the Peabody Fund. As this was absorbed in the establishment of the Nashville normal school in 1875, the state superintendent had no money to pay for institute work. In a few counties, however, progressive teachers continued to hold meetings for mutual improvement. From almost every teachers' meeting held for the last few years, petitions have been sent to the legislature, asking that an appropriation be made for institute purposes. It is generally believed that at its present session something will be done.

The three normal schools of the state—Nashville, Winchester, and Milan—are reported to be in a thriving condition. Many other of our schools are becoming rapidly normalized.

Eurekaton. State Correspondent. W. D. POWELL.

## NEW YORK CITY.

ABSTRACT OF A LECTURE BEFORE THE INDUSTRIAL EDUCATION ASSOCIATION BY

SUPT. W. N. BARRINGER, NEWARK, N. J.

Education is a preparation for a complete living. The chief business of the child is to live. We should therefore fit him for it. The teacher should have the definite object before him, that the child is to be trained for life. The practical side of education should not be overlooked. Boys and girls want to be able to earn their living. Mr. Barringer did not think it detracted from the sanctity of the intellect to make this confession. He briefly noted the growth of the educational idea, how we had passed from pictures to objects, and models, and diagrams, and then came the laboratory, until now we are about to enter upon a new departure. The former trio, physical, intellectual, and moral education, should be changed to a quartet by adding the word "industrial."

"What should the school do?" It should make children intelligent and skillful. To be intelligent is to know not merely words, but things, the relation of things, and their relation to the child. To be skillful is to be able to apply this intelligence to the various activities of life. In speaking of the relation between hand-training and the mind, the speaker called attention to the wonderful construction of the hand,—how we were able to turn it, bend it, close it and



clinch with the thumb, movements that no other animal can make; spoke eloquently of what the hand, guided by the mind, had achieved; therefore, the hand and mind should never be divorced; as the child is made intelligent, he should also be made skillful.

Some disputed educational questions had become settled, among them:

1. Industrial and artistic avocations require an education just as much as the so-called scholarly professions.
2. Training for entirely different ends cannot be the same throughout. It must be adapted to the end it would attain.
3. The whole boy must be sent to school; not only his head, but the entire boy must be educated.
4. That manual or industrial education is both educational and economical.
5. That woman shall share equally all the advantages of education.

What is the effect of industrial training on intellectual culture? If they are opposed to each other, we should be cautious how we advance; but we have yet to hear of a single instance where industrial work has not been an aid to intellectual training. The testimony of those who have actually tried it is overwhelming. Then if it does not retard, but aid, we are bound to accept it as speedily as possible.

The amount of manual training that can be introduced without interfering with ordinary courses of study is astonishing.

Some of the different forms of manual training are:

1. Kindergarten work, first and most important. No normal school is complete unless provided with means for giving a thorough course in this work.
2. Table-work is an unlimited field for manual training.
3. Drawing.
4. Modeling in clay.
5. Handling and placing models.
6. School mechanics—including the entire workings of the school room.

There is a great deal of manual labor to be done about large schools, such as collecting books, pencils, pens, filling ink-wells, lowering windows, distributing crayons, &c., all of which should be done by scholars.

Mr. Barringer gave the teachers a very cordial invitation to visit his schools and witness the practical workings of what he had advocated in his lecture.

Col. F. W. Parker of Cook County Normal School will deliver the next lecture, April 1, subject: "Work in the school-room."

B.

ASST. SUPT. GODWIN lectured before the Teachers' Mutual Improvement Association, March 21, on the subject "Arithmetic." The lecture was practical and clear, touching operations in fractions, decimals, and federal money. Among the methods of operation which he gave were:

1. With regard to the manner of writing the quotient; in stead of placing it at the right of the dividend, it was written above, every figure of the quotient being placed directly over the figure brought down in the dividend. When naughts occur in the quotient there is less liability of omitting them. In division of decimals, the location of the decimal point could be more easily determined by following this plan: Required to divide .0047 by 4.7. Remove the decimal point to the right until the divisor is a whole number; remove the point in the dividend the same number of places; then place quotient figure 1 directly over the 7. The answer is plainly thousandths, one forty-seventh of any number of thousandths is thousandths, of hundredths, hundredths, and so on. If, in the above, the divisor were 470, then both dividend and divisor should be divided by 10—dividend to be divided by 10 by moving the decimal point one place to the left, divide as before, placing the quotient 1 over the 7 in the dividend.

2. In discussing federal money, he emphasized the principle,—drill on difficulties and leave what the pupils will do naturally alone; for instance, pupils have no difficulty in writing dollars and cents when every place is full, and therefore need no drill on that, but in such expressions as nine dollars, nine cents or four dollars, six cents, five mills, they are liable to make mistakes, hence give much drill. In division of federal money reduce both dividend and divisor to mills, thus abolishing the decimal point.

3. Fractions.—Fractions should be written first in words or the child will confound the expression of a fraction with a fraction. For instance, write, two thirds, then 2 thirds, finally  $\frac{2}{3}$ .

Show pupils why some fractions are called proper and others improper. Show objectively that  $\frac{3}{4}$  of 1 is the same as  $\frac{3}{4}$  of 8 by placing three oblongs side by side. Divide one of them into four parts, take three. Then divide the other oblongs into four parts. Take one part of each of the three oblongs,—proves the same as the  $\frac{3}{4}$  of the first oblong. In teaching common fractions, the teacher can give much preparation for decimals and percentage that will follow in the higher grades. Train pupils to see quickly the best way of obtaining results and work in the explanations afterwards.

Other methods were presented which were of direct use to the teacher in the school-room. The teachers showed their appreciation by giving the closest attention and frequently interrupting with questions.

## LETTERS.

**LETTER FROM ATLANTA.**—One of our well-known ladies was in Edinburgh during the recent earthquake disturbances, and seeing in a local journal that the destruction in her native state was very appalling, and "Atlanta, a little town far inland," was violently shaken, and the streets yawning with sulphurous vapors issuing through, she concluded she had better leave the historic scene of Edinburgh, and come home to look after her house and children. Now this ignorance of fair Scotia's sons as to the size and importance of our city, is only equalled by that of the English gentleman who naively inquired of one of Atlanta's most distinguished citizens: "Is Georgia in New York?" Whether he thought Georgia was a town, or a county, or a lady, we cannot tell. We suppose he never heard of General Oglethorpe or of King George II. Surely we ought to send missionaries to the benighted people who do not yet know that Georgia is larger than the whole of England, and Atlanta, though "far inland," was not the center of the earthquake, and is so firmly placed upon a granite foundation that there can scarcely be less danger of such a calamity anywhere in the world. But even if they do not understand these things, do they not know that our proud "little inland city" has had a history, has had the sanctification of suffering, the inspiration of effort, the glory of success?

The public schools of Atlanta were established in January, 1873, with Mr. Bernard Mallon at their head. Mr. Mallon was an Irishman by birth, an Northern man by education, and a Georgian by adoption. He had been living in this state twenty-five years at the time he was made superintendent of the schools. He was one admirably fitted for the position, and to him is due in a very large measure the successful reorganization, the rise and progress of the system for the first eight years of its existence in this city. In 1879 Mr. Mallon resigned his position, to take charge of the normal school in Huntsville, Texas.

After Mr. Mallon's resignation, Prof. W. F. Slaton was elected to fill the vacancy. He had been for several years principal of the boys' high school, and as such occupied the position next in rank to that of superintendent. His success in his department authorized the board of education in calling him at once to the vacant position. Every year increases the number of pupils and the demand for more room. New buildings are erected and extra additions made to the old, and still the cry is, "more room." The normal class grows with the schools, and a more cheerful body of workers can scarcely be found anywhere. There is a general meeting once a month, when topics of school business are discussed, and essays relating to literary or scientific subjects are read by some member of the class, or an address is delivered by a distinguished "outsider." The normal class proper is divided into three sections, according to the grades of the teachers, called, respectively, primary, grammar, and high school. Each division of the class has one meeting during the month, besides the general meeting described above, and at these special meetings some regular line of study is pursued. Atlanta teachers are as ambitious as Atlanta is proud. "Progress" is the watchword of the school-room.

**STRUGGLER ANSWERED.**—I am surprised at "Strugger" for threatening to "settle" her children, and still more shocked that she should throw down her weight of guilt before the "eyes of the vox populi," as the colored preacher said, in the columns of the JOURNAL. She touches a chord, however, that wins my sympathy, when she hints at "sets of words." I believe half her difficulty springs from the ridiculous way in which her reader is constructed. Mine has a lesson of four short lines which contains eighteen new words. To teach these words, without drilling upon the sentences until reading degenerates into parrotry, involves so much weary word-calling that the patience of the kindest teacher, and the attention of the most obedient class, must wear out long before the task is done.

ANOTHER.

**ELOCUTIONARY DRILL IN THE PRIMARY.**—Perhaps the Rosa Dattle idea deserves encouragement. A day spent in visiting recently resulted in more than one observation pointing directly that way. I witnessed the great difficulty with which a teacher of elocution developed the power of modulation in her class of young ladies. She was practicing them upon the sentence, "Millions for defense, but not one cent for tribute," requiring a change of emphasis with each repetition. At first "millions" received the stress of voice, while "not one cent" was dignified by a slow impressiveness of utterance. Then "defense" and "tribute" were made about equally emphatic, etc., etc. I was surprised at the actual inability of some of the pupils to make certain words emphatic. They seemed to know where the stress was wanted, but did not know how to get it there. I had witnessed a similar exercise in a primary class in which the children found no difficulty in imitating the intonations of the teacher, or even in responding to an order like this: "Speak the sentence again and emphasize *has*." I spoke of this to the teacher of elocution, and her reply was: "Yes, that is one of the drills these girls should have had when they were quite small." I thought of Rosa Dattle, and that the time to give the will free control over any power is when that power is in its budding-time. A friend who teaches a graduating class, complained to me the same day of the exactions of her grade. I asked her whether it was the amount of work in the grade or the incapacity of the pupils that troubled her most. She quickly answered: "Oh, the grade would be nothing, if the pupils were equipped for its work." Teachers are slow to make these admissions to trustees, because they imply a discontent with those at work below them. It is not the workers that are at fault, but the system.

OBSERVER.

**CHECKER-PLAYING.**—Do you consider checker-playing during recess and noon proper?

NELL.

We would object to it, not from a moral standpoint, but because it is a game that requires too much mental exertion. As a rule noons and recesses should be devoted to physical exercise, and the mind should be given a perfect relaxation. Stormy days may be the exception, when it is advisable to introduce quiet, thoughtful games, among which we see no reason why checkers may not be included.

**TEN BEST BOOKS.**—If the world were burning up and ten books could be saved to all eternity, what books would they be?

1. Bible, 2. Homer, 3. Shakespeare, 4. Milton, 5. Bunyan's Pilgrim's Progress, 6. An English Unabridged Dictionary, 7. Dante, 8. Lord Bacon's Essays, and for the tenth we are unable to discriminate between twenty or thirty that seem equally good.

**ESSENTIAL STEPS IN TEACHING ARITHMETIC.**—What steps are essential in teaching any subject in arithmetic?

M. N. M.

Briefly—1. Proceed from the known to the unknown. 2. From the concrete to the abstract. 3. From particulars to generals. 4. From processes to rules.

See Sully's Psychology and Parker's Talks on Teaching.

G. E. M.

**QUALITY AND QUANTITY OF MIND.**—What is the difference between quality and quantity of mind?

INQUIRER.

The same difference as that between power and capacity. One may have a large quantity of brain matter, and yet be circumstanced so that little of it has yet been developed; while another, with perhaps a smaller quantity, may have had it developed to its highest extent; and consequently, for the time being, be the superior of the other.

M.

## QUESTIONS.

1. In the primary grades what kind of examinations are most profitable? Is it ever best to try written examinations?

B.

2. After one year's attendance at school, how much should an average child know of numbers?

J. W. J.

3. Is intellectual development separate and distinct from moral training?

H. V. L.

4. How shall I manage boys who play truant in spite of everything that can be done, and who will not study when in school?

E. J. W.

5. Do you think it a good plan to have written reviews monthly?

SUBSCRIBER.

6. What is the best method of teaching definitions to beginners?

M.

7. Which would you advise a young man to do: go at once to college, or take a year's course at some normal school, as he wishes to become a teacher, and afterwards take a college course if he found it necessary?

R.

8. What shall I do to get my pupils to answer in complete sentences?

R.

9. My observation leads me to believe there is something in phrenology. If it be a true science, should not teachers study it?

E. E. K.

10. What right has Prof. Payne to say "Pestalozzi failed in his modest undertaking"? Are the great man's results dead because he lies in his grave? I fear the mischief done by Prof. Payne in influencing weak thinkers will not end with the life of the pragmatist.

## BOOK DEPARTMENT.

### NEW BOOKS.

**STUDIES IN GREEK AND ROMAN HISTORY:** Or, Studies in General History, from 1,000 B. C. to 476 A. D. By Mary D. Sheldon. Boston: D. C. Heath & Co., Publishers, 355 pp. \$1.00.

The author of this volume acknowledges that it is not a history, but a collection of historical materials; for it contains just the sort of things that historians, whether teachers or authors, must deal with when they want to describe or judge any period of time. For instance, in Greek history there are bare chronicles of deeds, pictures of buildings and statues, extracts from speeches, laws, poems; all that go to make the story of a nation, and from this material the student is expected to form his own judgment of the Greeks—in fact, imagine himself one, and write a history. To assist in this effort, the author has inserted in the midst of the building material, such questions and problems as the historian or citizen must always be asking himself, in regard to the laws, events, poetry and ruins of a country, about which he is at the time especially interested. As an additional help, there are in this book a large number of illustrations, some of which are not such as are found in most Grecian and Roman history. There are also ten maps, large and small, some of them full-page, and one finely-colored map of Greece and the Greek colonies. At the close of the book is found a complete index with explanations indicating the sounds of the letters, which will be a valuable help in pronunciation.

**WHIST SCORES AND CARD-TABLE TALK.** With a Bibliography of Whist. By Rudolf H. Rheinhardt. Chicago: A. C. McClurg & Co. 310 pp. \$1.50.

In the preparation of this little book the author has not attempted to provide a treatise on whist, but rather a chatty volume from a social point of view, and upon examination, it will be found to consist largely of extracts and gleanings from the writings of others. In preparing the historical part, however, the author has taken great pains to present the facts and theories in accordance with the results of the labors of the most trustworthy and recent investigators, and to give such an account of the subject as would be at the same time comprehensive and brief. There are a variety of illustrations scattered through the book, which are designed to be representative—many of them being exceedingly quaint and suggestive. In addition to the literary matter it contains, there will be found on every other page a score for keeping account of games played. There is also a chapter on Etymologies, in which a correct derivation of words connected with whist is found, which makes clear just how



the card-meaning of the word is derived. On the whole, the book is both pleasing and useful, and will be appreciated most fully by all lovers of whist.

**PLUTARCH'S LIVES OF DEMETRIUS, MARK ANTONY, AND THEMISTOCLES.** Translated by J. and W. Langhorne. Cassell & Co., Limited. 739 and 741 Broadway, New York. 192 pp. 10 cents.

This Little book is one of the Cassell's National Library, and is the counterpart of Peter Plimley's Letters, and many others. The "Life of Antony," as found in this volume, was one of the sources of Shakespeare's play of Julius Caesar, and in the perusal of the lives of these three most famous men, much can be learned of them in all the various phases of their career. This uniform series of the Cassell's National Library, edited by Professor Henry Morley, is a neat, convenient, pocket edition, and of great value.

**GRAMMAR FOR COMMON SCHOOLS.** By B. F. Tweed, A.M. Boston: Lee & Shepard, Publishers, 10 Milk St. 113 pp. 30 cents.

Mr. Tweed, in preparing this elementary grammar, assumes that pupils have been trained in the use of language, both oral and written, so that they can write simple stories and descriptions, with general correctness, but the preliminary study of sentences, composition, capitals, punctuation marks, etc., the author does not consider a study of grammar, for then language becomes the object of study and investigation. It has been his aim to develop the principle by illustration before assigning the technical name, and to avoid all technicalities not founded on grammatical distinctions; thus, while allowing the general facts of grammar to remain, they have been made as simple as possible, which will be found sufficient to explain the construction of language as used by the best speakers and writers. A form of analysis is given, which is enough to show the relation of subject, predicate, and modifiers, in simple, compound, and complex sentences, without requiring a strict adherence to it. This may be modified at the pleasure of the teacher. Although this grammar for common schools does not differ materially from others of the same grade, it will be found upon examination to contain many valuable suggestions and exercises that will be of great use to the teacher.

**RAILWAY PRACTICE.** Its Principles and Suggested Reforms Reviewed. By E. Porter Alexander. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 60 pp. 75 cents.

It is acknowledged by all persons most intimately concerned in railway business and reform, that a good deal of confusion exists in the literature which is prepared upon the subject. Mr. Alexander has attempted, in the preparation of this work, to examine some of the difficult problems in connection with railway reform, with the design of removing the confusion and providing a solution of some of the difficult problems. He takes up, singly, the most important of the underlying questions which control the railway practice of to-day, indicates and illustrates briefly the conclusions which have been reached and recognized as final by the universal practice of countries where railroads exist; and, while it has not been his aim to treat the questions exhaustively, he has endeavored to bring into view in a clear and succinct manner, the reforms proposed by other writers on the same subject. Some of the points upon which he dwells are the following: Cost of Service,—Short versus Long Haul,—Personal Discriminations,—Pools, and Proposed Plans of Reform. There can be no question but that this book, upon one of the foremost questions of to-day, will be a valuable one for study or reference.

**LITERARY SALAD.** By Rose Porter. Chicago and Boston: The Interstate Publishing Company. 50 cents.

This game of instruction and entertainment is composed of two hundred and fifty cards, prettily colored, upon which will be found the wise sayings, proverbs, and quotations of past and present thinkers. The game is: mix the cards; distribute to the ten to twenty players; each player has two trials: if the author is not then stated, pass to the next player. Continue until all the cards have been rightly named. The winner is the one who holds the largest number of cards. This literary salad is of a kind that can be relished by all.

**COMMON SENSE SCIENCE.** By Grant Allen. Boston: D. Lothrop & Co., Franklin and Hawley Streets. 318 pp. \$1.50.

As a writer upon natural history topics and everyday science, Grant Allen is entitled to the high position to which he has attained, and a book from his pen is always bright and interesting. In this volume will be found twenty-eight chapters upon as many different subjects, very suggestive, and calculated to awaken interest and inspire a spirit of further investigation, by a series of illustrative facts. In the paper on "The Balance of Nature," Mr. Allen shows how curiously all things are interwoven in this world of ours, one thing fitting so into the next that to disturb one upsets the harmony of all. "Instinct and Reasoning" is another article of great interest, in which is shown that human beings share the gift of instinct with the brute creation, and are not governed entirely by their reasoning faculties. A chapter on "The Origin of Bowing" explains that it was once a signal of submission, so that from a slavish yielding, it has grown into the distinguished habit of a polished gentleman. Other notable chapters in the book are, "The Earth's Interior," "Second Nature," "Self-Consciousness," "The Winter Rest," "Evening Flowers," "Inhabited Worlds." The volume is well bound in library form, with gilt top and rough edges.

**ENGLISH SYNONYMS DISCRIMINATED.** By Richard Whately, D.D. New Edition. Boston: Lee & Shepard, Publishers, 10 Milk Street. 179 pp.

The revision of this little work by Mr. Dublin has been very carefully made throughout, and although it may not have reached perfection, it is without doubt considered the best that has appeared on the subject. Of the importance of the subject itself, many different opinions exist; but the necessity still remains—there must be cultivation of correctness and precision of expression. The author of this work acknowledges that it is not his design to notice all the synonyms in our language, as that would be an endless task, but merely to select a few of those groups of words which are in most frequent use and are most liable to be confounded. In order to avoid confusion, the author has thought it best to divide groups of synonyms in accordance

with the parts of speech—particles, nouns, adjectives, and verbs. A book of this kind is perfectly indispensable as a reference book, and should be found upon the desk or table of every teacher, editor, or writer of any description. Language is not complete without it, and Dr. Whately has rendered the world a service in the production of this volume.

**GLADNESS OF EASTER.** Selected from the Poets. "See the Land her Easter Keeping," by Charles Kingsley. "Arise, My Soul, Arise!" by the Author of "Nearer, My God, to Thee." "Message of the Bluebird," by Irene E. Jerome. Boston: Lee & Shepard.

These will certainly be acknowledged among the most exquisite of all this year's Easter mementoes. On opening the neat box in which each book is enclosed, the eye is greeted by a ground of a delicate pink tint, or it may be robin's-egg blue, on which appear in embossed gilt the title and a symbol appropriate to the subject—a spray of spring flowers, or a bluebird winging its way through space.

Within the covers is found a fulfillment of the beautiful promise on their faces. The selections are illustrated on every page with engravings suggestive of the varying sentiment of the verses; and not only the poems will be peculiarly welcome in this timely shape, but many of the engravings will be perpetually cherished for their intrinsic merit by their fortunate recipients. Among Easter gift-books they will not be excelled.

"NEARER, MY GOD, TO THEE," by Sarah Flower Adams; "Abide With Me," by Henry Francis Lyte; "My Faith Looks up to Thee," by Ray Palmer; and "Rock of Ages," by Augustus Montague Toplady. With designs by Elizabeth B. Comins and Miss L. B. Humphrey; Engraved by John Andrew & Son. Boston: Lee & Shepard.

These little books, about four inches square, are bound in pamphlet shape and held with a dainty bit of ribbon. Most of the books are prefaced with a history, in each case, of the hymn it contains, and a brief outline of the author's life. The hymn, "My Faith Looks up," is shown in a fac-simile reproduction of the original manuscript.

The various pages are brightened with wood-engravings, initials, vignettes, and full-page illustrations of stanzas and verses. It is a highly attractive edition of these familiar and much-loved hymns, which will always be dear to the religious world.

**A TREATISE ON ALGEBRA.** By Prof. Oliver Wilt, and Jones. Ithaca, N. Y.: Dudley F. Finch. 412 pp.

Two prominent points, as rules, have been before the authors in writing this treatise—matter and form. As to matter: It is assumed that there has been no previous knowledge of algebra, so that primary definitions and axioms have been laid down, and, building upon these, elementary principles will be developed in logical order. In reference to form: A precise definition of every word and symbol used in a technical sense should be given; a formal statement of every general principle should be made; a rule for its solution, with reasons, examples, and checks. In adopting and working out this plan, there is in this book a wide departure from the standard textbooks; many new things have been introduced, and, in a few cases, new words and new symbols will be found. The subjects are divided into, Primary Definitions and Signs,—Primary Operations,—Measures, Multiples, and Factors,—Permutations and Combinations,—Powers and Roots of Polynomials,—Continued Fractions,—Incommensurables, Limits, Infinitesimals, and Derivatives,—Logarithms,—Imaginary,—Equations, Series.

In range the book is wide, making it a very valuable one to teachers as a book of reference, and to students of algebra who desire a sure foundation on the science, it will be equally valuable.

**LATINE REDDENDA.** Exercises from the Beginner's Latin Book. By W. C. Collar and M. Grant Daniell. Boston: Published by Ginn & Co. 278 pp. 22 cents.

In this little book are found more than one hundred exercises for turning English into Latin, and teachers or students who may use other elementary Latin books, will find this of great service, as the exercises can be available as supplementary lessons. Exercises will be found in Declension, Conjugation, The Verb Sum, Irregular Adjectives, Comparison of Adjectives, Adverbs, Pronouns, Compounds of Sum, Deponent Verbs, Numerals, etc., etc. At the close of the book a Glossarium Grammaticum is found, for the aid of those who wish to conduct recitations in Latin.

**DUTTON'S ANALYTICAL BOOK-KEEPING CHART.** A Complete Exhibit in Tabular Form of the Science of Accounts. By Charles Dutton. New York: The Office Company. 47 pp.

An acquaintance with the unalterable principles that govern business transactions is essential to an intelligent understanding of the various methods adopted by accountants, and with that end in view this work has been originated, as an aid toward its accomplishment, for students and those who would be self-instructed; it is designed to acquaint with all the fixed principles of the science of accounts, and this work, the result of over twenty-five years as a practical book-keeper and adjuster of accounts, will be hailed with delight. A chart accompanies the book, which consists of perpendicular and horizontal columns. It shows fundamental principles, the transactions of business, the purpose of accounts, the relation of accounts to each other, and the relation of each and every transaction to the required record. The text accompanying this chart contains an Analysis of Values, with which all exchanges are made, and an Analysis of Exchanges by which all business is transacted. It also contains an exposition of topics outlined in the chart, showing reasons for the laws of book-keeping. The author believes that a mastery of this chart will furnish the information required for an intelligent understanding of the record of any business transaction.

**THE AZTECS.** Their History, Manners, and Customs. From the French of Lucien Blart. Authorized Translation by J. L. Garner. Chicago: A. C. McClurg & Co. 843 pp. \$2.00.

It is a well accredited fact that while the Modern Mexico and its inhabitants are to-day well known, the Mexico of the past, the Mexico of the Aztecs is almost ignored. This cannot be on account of any lack of interest in the subject itself, for it is replete with interest; the trouble is that educated people seem to care, or do care, nothing about it. The aim of the author of this interesting volume has been

to delineate the country as it was when conquered by the Spaniards. After a careful study of the observations of those who saw it in its splendor—Cortez, Bernal, Diaz, and others—together with the later works of Duran, Acosta, Torquemada, Orozco, and other writers, he has attempted to re-cloth the life of a people whom all have tried to forget. This has been a difficult matter, for it has been necessary to imitate, reduce, amplify, commentate, translate, and remould passages in the history of New Spain, that they might aid, in addition to what the author has himself seen and discovered. The book is divided into seventeen chapters, which will be found to contain a store-house of interest for history-loving people, upon a most charming and attractive part of our continent. The study of these Aztec kings, and their subjects, idols, human sacrifices, education, justice, tribunals, prisons, laws, military institutions, agriculture, trades, language, poetry, eloquence, sports, music, hieroglyphic paintings, paper, colors, feather mosaics, architecture, and a multitude of other subjects of equal importance, fill at once the mind of the reader with a profound wonder and respect for such an astonishing people. To add a charm to the book, it is well illustrated with characteristic pictures, and in its make-up the paper and type are of the best kind. As a work of reference it will be most valuable.

**PETER PLIMLEY'S LETTERS, AND Selected Essays.** By Sidney Smith. Cassell & Co., Limited. 739 and 741 Broadway, New York. 192 pp. 10 cents.

The first of these famous letters of Peter Plimley to his brother Abraham, on the subject of the Irish Catholics, appeared in 1807, and as others followed, they fell, it is said, like sparks upon gunpowder, so great was the sensation they made. All England was alive to their sound sense, reason, and wit. Peter Plimley's letters, and Sidney Smith's articles on the same subject, were at the time they were written the most powerful aids furnished by the pen to the solution of the burning question of their time. They were, without doubt, the most instructive piece of wisdom in the form of irony ever written. The Selected Essays found in this little work are: Historical Apology for the Irish Catholics, by William Parnell, Ireland and England, and Moore's "Captain Rock."

#### LITERARY NOTES.

D. C. Heath & Co., Boston, will publish, May 1, "The Earth in Space: A Manual of Astronomical Geography," by Edward P. Jackson, A. M., instructor in physical science, Boston Latin School. It is intended for use in grammar schools.

A new edition of "La France," by A. de Rougemont, has just been issued by The Writers' Publishing Company, 21 University Place, New York. In using this as a text-book in a French class, the student gains from it both a reading knowledge of the language and a desirable fund of information of the people and institutions of the country.

A new department is opened in Lippincott's Monthly Magazine for April, called "Our Experience Meetings."

The Cosmopolitan is the title of a new magazine published in Rochester, of which the first number is the number for March.

"The Bostonians," by Henry James, which was originally issued as a serial in the Atlantic Monthly, has been published in book form.

A woman recently wrote to the editor of Harper's Monthly that her physician had warned her she could not possibly live to read the conclusion of Mr. Howell's "Indian Summer," then running in Harper's, and that she would greatly like to read the advanced sheets in order that she might die happy.

James A. Froude, in a volume entitled "Oceana; or, England and Her Colonies," has given an account of a recent journey of the author in the great British colonies of the southern seas.

E. J. Carpenter, in the February issue of Education, has an article on "Journalism as a Profession."

The first collection of sketches by William Hamilton Gibson, the artist-author, was refused by a New York publishing house. He kept on drawing, however, and secured the success that belongs to ability and pluck.

The work entitled "Agriculture in some of its Relations with Chemistry," by Prof. F. H. Storer, which will shortly be published by the Scribners, is destined to give the study of agriculture a fresh stimulus.

In a paper entitled, "Reformation Theology in the Light of Modern Knowledge," in The Presbyterian Review for April, Prof. J. S. Candlish, D.D., of Glasgow, shows how far the theology of the Reformation has been modified by modern Biblical and historical criticism, science and philosophy.

Ten thousand copies of Robert Louis Stevenson's latest stories, "The Merry Men," were sold the first week after publication.

Thomas Stevens, after successfully completing his journey around the world on a bicycle, has settled down to his editorial duties as manager of the bicycling department of Outing.

Messrs. Cassell & Co., have in course of preparation "Celebrities of the Century," containing condensed accounts of the lives of the men and women who have won distinction during the years from 1800 to 1887, no matter in what quarter of the globe they may have resided.

Among the new publications are "Due North," by Martin M. Ballou, an account of the author's travels through Norway, Sweden, Russia and other European countries; "Two Gentlemen of Boston," a novel; "The Strike in the B— Mill," the initial volume of the new series of Round-Robin novels; "Discourses on Architecture," by E. E. Viollet Le-Duc. Ticknor & Co., publishers, Boston.

Prof. Henry Morley's "The History of English Literature," is nearly ready from the press of Cassell & Co. Prof. Morley has been engaged on the work for twenty years.

The first installment of the unpublished letters of Thackeray appear in the April number of Scribner's Magazine.

Among the forthcoming novels are "Two Gentlemen of Gotham," by two men well known about town. It gives some brilliant pen pictures of New York scenes, and cleverly handles many New York people. Cassell & Co. are the publishers.

G. P. Putnam's Sons, New York, will publish immediately "The Inter-State Commerce Act," by John R. Dos Passos and "The American Electoral System," by Charles A. O'Neil.

Charles Scribner's Sons will publish shortly, "Agriculture in Some of its Relations with Chemistry," by Prof. F. H. Storer of Harvard University.

The price of the Scribners' great art work, "Cyclopaedia of Painters and Paintings," has been increased from \$100 to \$150 for the set. Although the third volume is but just issued, the entire special edition of the work has been disposed of and no copies remain for sale.

Houghton, Mifflin & Co. publish in two volumes "New York," in the excellent series of "American Commonwealths." It is written by Hon. Ellis H. Roberts, of the Utica Herald.

Among the recent publications of the J. B. Lippincott Company, are "Taken by Siege," a novel, "That Other Person," a novel, by Mrs. Alfred Hunt, "Doctor Cupitt," a novel; "Half Married," a story of military and civil life, by Annie Hiss McConnell; "Stanley Huntington," a novel of Southern life and character, by Sidney J. Wilson; "A Mirage of Promise," by Harriet Pennawell Belt; "The Folk-Songs of Italy," by Miss R. H. Busk; "Society in the Elizabethan Age," by Hubert Hall.



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TEACHERS SHOULD READ

## SCRIBNER'S MAGAZINE

For April. Vol. I., No. 4.

THE April Number contains the first instalment of the long expected **COLLECTION OF UNPUBLISHED LETTERS OF THACKERAY**, illustrated by fac-simile reproductions of characteristic drawings by the novelist. This remarkable and unique series of letters, revealing as they do for the first time, the personality of Thackeray, will more than fulfil the expectations aroused by their announcement. The letters are preceded by a brief introduction by Mrs. Jane Octavia Brookfield, to whom most of them were addressed, and by whose authority they are now given to the public. It is not possible to exaggerate their importance. There is in them not only Thackeray's delightful humor and inimitable charm of style, but also the great personal interest which attaches only to autobiographical writings.

### EXTRACT FROM THE INTRODUCTION.

"No writer of recent times is so much quoted as Thackeray; scarcely a week passes without his name occurring in one or other of the leading articles of the day; and yet what his published works retain their influence so firmly, the personal impression of his life and conversation becomes more and more shadowy and indistinct as the friends who knew and loved him the most are gradually becoming fewer and passing away. . . . The letters which form this collection were, most of them, written by Mr. Thackeray to my husband, the late Rev. W. H. Brookfield, and myself, from about 1847, and continuing during many years of intimate friendship, beginning from the time when he first lived in London, and when he especially needed our sympathy."

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## The Open Court.

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The Open Court, continuing the work of the Index, will aim to establish Ethics and Religion on the basis of Science—in furtherance of this object encouraging the freest and fullest discussion, by able thinkers, of all the great moral, religious, social, and philosophical questions, now engaging the attention of thoughtful minds. Editorially it will be thoroughly independent, asserting its own convictions with frankness and vigor. It will endeavor to substitute for unquestioning credulity intelligent inquiry; for blind faith, rational religious views; for unreasoning bigotry, a liberal spirit; and for sectarianism a broad humanitarianism. While the critical work still needed in this transitional period will not be neglected, the most prominent side will be given to the positive, affirmative side of modern thought. Subjects of practical interest will have preference over questions of pure speculation.

This new journal will aim to be broad and liberal in the best sense, and to keep the banner of Truth and Reason waving above the distractions, party contentions, theological controversies, and social and political cranks of the hour, submitting all opinions to careful scrutiny, and recalling men from their aberrations to sanity and the pathway of truth.

Among the contributors to the Open Court are M. D. Conway, James Parton, George Jacob Holyoake, M. J. Savage, Elizabeth Cady Stanton, Edwin D. Mean, W. D. Gunning, Rowland Connor, Felix L. Oswald, John W. Chadwick, Ednah D. Cheney, Fred May Holland, W. J. Potter, Thos. Davidson, and Edmund Montgomery.

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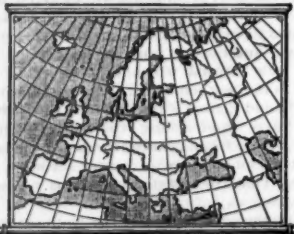
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be likely to be interested, are sent them  
that they may send them specimen copies.

Teacher (in mental arithmetic).—If  
there were three peaches on the table,  
Johnny, and your little sister should eat  
one of them, how many would be left?

Johnny.—How many little sisters would  
be left?

Teacher.—Now listen Johnny. If there  
were three peaches on the table, and  
your little sister should eat one, how  
many would be left?

Johnny.—We ain't had a peach in the  
house this year, let alone three.

Teacher.—We are only supposing the  
peaches to be on the table, Johnny.

Johnny.—Then they wouldn't be real  
peaches?

Teacher.—No.

Johnny.—Would they be preserved?

Teacher.—Certainly not.

Johnny.—Pickled peaches?

Teacher.—No, no. There wouldn't be  
any peaches at all, as I told you, Johnny,  
we only suppose the peaches to be there.

Johnny.—Then there wouldn't be any  
peaches, of course.

Teacher.—Now, Johnny, put that knife  
in your pocket or I will take it away, and  
pay attention to what I am saying. We  
imagine three peaches to be on the table.

Johnny.—Yes.

Teacher.—And your little sister eats one  
of them and then goes away.

Johnny.—Yes, but she wouldn't go  
away until she had finished the three.

You don't know my little sister.

Teacher.—But suppose your mother was  
there and wouldn't let her eat but one?

Johnny.—Mother's out of town and  
won't be back until next week.

Teacher (sternly).—Now, then, Johnny,  
I will put the question once more, and if  
you do not answer it correctly I shall  
keep you after school. If three peaches  
were on the table, and your little sister  
were to eat one of them, how many would  
be left?

Johnny (straightening up).—There  
wouldn't be any peaches left. I'd grab  
the other two.

Teacher (touching the bell).—The schol-  
ars are now dismissed. Johnny White  
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Fike's Toothache Drops—size in 1 Minute, etc.

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ly necessary to success, but many, if not most,  
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tion, specific curative power with perfect safety  
and pleasantness to the patient.

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to your line.

The wise man knows he knows nothing,  
the fool thinks he knows all.

Eagles fly alone, but sheep flock to-  
gether.

## Want of Sleep

Is sending thousands annually to the  
insane asylum; and the doctors say this  
trouble is alarmingly on the increase.  
The usual remedies, while they may  
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CASH CAPITAL.	\$3,000,000 00
Reserve Premium Fund.	\$1,011,637 00
Reserve for Unpaid Losses and Claims.	\$75,448 00
Set Aside.	\$27,500 00
CASH ASSETS.	\$7,618,116 00
Real Estate.	\$245,795 00
Bonds & Mortgages, being 1st lien on R.R.'s.	\$97,550 00
United States Stocks (market value).	\$2,879,800 00
State & City Stocks & Bonds (market value).	\$1,025,500 00
State & City Bonds (market value).	\$25,000 00
Loans on Stocks, payable on demand.	\$12,500 00
Interest due on 1st January, 1896.	\$7,054 00
Premiums uncollected & in hands of agents.	\$25,500 00
Total.	\$7,618,116 00

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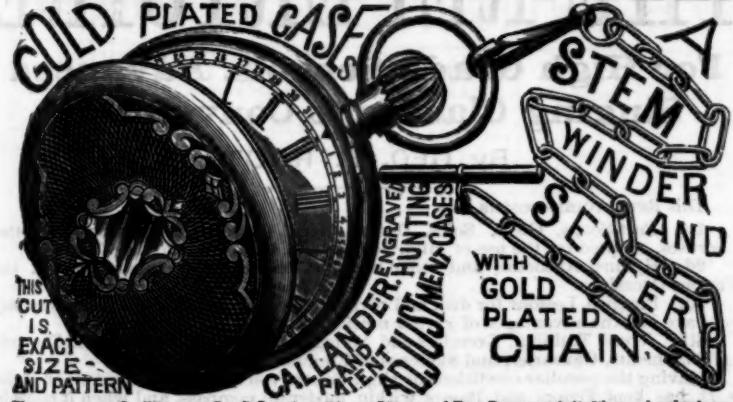
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